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ABSTRACT

Written for managers and teachers working in further education (especially in Australia), this guide was designed to accompany "Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education" and explains what the conceptual framework for further education is (although it does not assume that the reader has read "Transforming Lives"). The guide presents examples and case studies of how the framework has been used in workshops for professional development and in documenting curriculum. It also presents responses to the framework in the form of teachers' voices and testimonies. A summary of the key points from "Transforming Lives" is made throughout the guide, in order to facilitate understanding of the curriculum. The guide shows how teachers and administrators can use the curriculum for individual or group planning, writing accredited and non-accredited curriculum documents, and developing a coherent and integrated learning program. The five sections of the guide and their authors are as follows: (1) "A Conceptual Framework for Further Education Curriculum" (Clara Block); (2) "Using the Conceptual Framework for Further Education in Teaching" (Robyn Hodge, Merilyn Hickson); (3) "Using the Framework To Document Curriculum" (Delia Bradshaw); (4) "Writing Curriculum for Accreditation Using the Framework" (Jan Hagston); and (5) The Conceptual Framework and Program Coordination" (Merilyn Hickson). (KC)

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The Curriculum Guide:

The Conceptual Framework for Further Education

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The Curriculum Guide:

The Conceptual Framework for Further Education

The Curriculum Guide: The Conceptual Framework for Further Education

ISBN: 0 7311 2674 2

Writers:

1. A conceptual framework for further education curriculum	Clara Brack
2. Using the conceptual framework for further education in teaching	Robyn Hodge and Merilyn Hickson
3. Using the framework to document curriculum	Delia Bradshaw
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Where has this conceptual framework come from?

With current employment conditions and family and community responsibilities most of us barely have time to keep up with current research. This framework is a way of connecting to current world wide directions in best practice and to research without directly doing the research ourselves. In one sense the conceptual framework is an historical document, identifying the key issues of our times. But in another, it is a dynamic document which allows us, the reader, teacher, curriculum writer, researcher and administrator, to give life to the framework and a language to express the best of what we do.

Introduction

'A curriculum is a design for the future. That is its most crucial characteristic, among many others. A curriculum provides, even if entirely implicitly, the knowledges, the principles, and the modes of thinking, the possibilities of action which form the stuff with which, around which, and out of which people can, if they wish, make themselves as social subjects. A curriculum projects a vision of the future, and it is that aspect which forms the basis for the examination of present curricula, and of any changes and reforms which are proposed'

Gunther Kress, (1995) Writing the Future: English and the making of a culture of innovation *National Association for the Teaching of English (NATE), Sheffield, p.9*

A design for the future

'Transforming Lives, Transforming Communities outlines a design for the future of further education curriculum in Victoria. As a conceptual framework, this document concentrates on concepts and ideas and on naming what goals, principles and design aspects matter most in further education curriculum' *(Transforming Lives Transforming Communities, p. 6)*

This Curriculum Guide is for managers and teachers working in further education.

The guide has been written to accompany *Transforming Lives, Transforming Communities: A Conceptual Framework for Further Education* (Bradshaw, Delia, Adult Community and Further Education Board, Victoria, Melbourne, 1999) and explains what the conceptual framework for further education is.

It presents examples and case studies of how the framework has been used in workshops for professional development and in documenting curriculum.

It also presents responses to the framework in the form of teachers voices and testimonies.

Although this guide is written to accompany *Transforming Lives Transforming Communities* it does not assume that you have read the document. A summary of the key points from *Transforming Lives, Transforming Communities* is made throughout, in order to aid understanding of the Curriculum Guide.

This Curriculum Guide shows how you can use the framework as a guide for:

- individual or group planning;
- writing accredited and non-accredited curriculum documents
- developing a coherent and integrated learning program.

The conceptual framework for further education complements, extends and gives a name to what good teachers and managers are already doing in further education. By naming, it brings the characteristics of good practice into the open and allows them to be talked about. In particular the framework draws out the importance of critical literacy and learning-to-learn and extends the understanding of pathways beyond certification.

In many ways this guide exemplifies the principles of the conceptual framework for further education. It is the work of five writers and as you read the guide you will be able to identify the multiple voices and the different ways the writers connect, with critical intelligence, the conceptual framework for further education to different aspects of further education - teaching practice, curriculum writing, both non-accredited and accredited and to program delivery. And all with the aim of helping you, the reader to put the framework into practice.

The first section, *A conceptual framework for further education*, provides an introduction to the framework. This section was written by Clara Brack. Clara works as a private consultant and has worked at TAFE Institutions, mainly with women returning to study. Clara was also involved in the project that resulted in the accredited course *Artways, a Course in Further Education Art Studies.*

Written by Robyn Hodge and Merilyn Hickson, Section 2, *Using the conceptual framework for further education*, is targeted at further education teachers who are interested in using the framework in their classroom practice. Robyn is the Education Officer at ARIS (Adult Education Resource and Information Service), Language Australia and has had extensive experience in the adult community education sector as a teacher and coordinator. Merilyn has also worked in the adult community education sector for many years and has particular understanding of the needs of program coordinators and teachers working in rural areas.

Delia Bradshaw, the author of *Transforming Lives, Transforming Communities* wrote the third section of this guide. Delia has worked in the field of adult education for nearly twenty years. She has worked in a wide range of roles - for example, as teacher, community worker, researcher, author and curriculum writer - in a broad range of educational sites and community settings. Her special interests are women's education, basic education, community education and multicultural education. In this section Delia describes the process of documenting non-accredited curriculum and gives a number of examples of curriculum at different stages of documentation.

In the fourth section, *Writing curriculum for accreditation using the framework*, Jan Hagston looks at the accreditation process for further education courses and how the conceptual framework is used in this process. Jan is the co-Coordinator of ARIS and also has extensive experience in the adult community education sector. Her experience includes teaching, curriculum and materials development, researching, project manager and lecturing.

The last section, *The conceptual framework and the program and centre coordinator*, has been written by Merilyn Hickson. This section is targeted at program and centre coordinators and discusses the use of the framework in program planning and delivery.

Look at this conversation between a person who is new to the framework and one who is familiar with it.

4 aspects
- *educational practices*
- *earning outcomes*
- *recognition outcomes*
- *pathway outcomes*

4 principles
- *connectedness*
- *multiplicity*
- *critical intelligence*
- *transformation*

A has just read TLTC

B has read and thought about TLTC.

A *I've just read over that green book about the framework. I'm overwhelmed by all these lists of things. How do you remember the difference between the principles and the aspects?*

B *Well the 'aspects' are things we've had for years, - what you do in the class (the educational practices), what you hope the students will learn (the learning outcomes). The difference is there's a focus on the student being able to do more than one thing when they finish (that's the pathways), and something other than just a certificate as a sign of completing (recognition outcomes). The principles are new. The principles are the concepts; multiplicity, connectedness, critical intelligence and transformation.*

A *So it's just a matter of learning the principles off-by-heart and then applying them.*

B *You already 'have' the principles. They're all the ideas, beliefs, values you pick up from here and there that influence your teaching. It's not so much applying them, but seeing through them, like a pair of spectacles.*

A *How do I know that my principles are the same as the ones in the book?*

B *It's not the 'sameness' that matters. There's no fixed definition. It's how you interpret them. And how you can focus on some that you might not have considered before.*

A *I haven't thought much about this multiplicity, beyond the issue of cultural diversity.*

B *Yes. Once they're named and they're out in the open, you can become more aware of what you don't do. Multiplicity for example. When I teach I usually have students working in groups and reading individually. That's the way I like to learn. I'm*

becoming more aware that other learners learn differently - a multiplicity of learners - so I'm thinking of other ways of teaching.

A *Now I'm talking to you about it, I'm beginning to see the possibilities of other principles and how a framework can help. It's pretty heavy going reading in one go, even though it's broken up with all those interesting quotes.*

B *Yes. It's not really a book to be read like a novel, or even a book about teaching practice. It's best read in discussion with colleagues. For example, when I read in the book that the 4 principles are interrelated. I didn't take any notice of it. Just words. When I talked to others in the workshop about the meanings we all gave to the principles, I could see how they were interrelated.*

A *So you could use it as the basis for planning days and workshops.*

B *Yes, that gets discussion going with a wide group of people. But you can use it individually when you're rethinking a course for the next year, or in discussions with others teaching the same subjects or teaching the same groups of students.*

A *It says something about curriculum being about a design for the future. Shouldn't the managers should be involved in discussions too?*

B *Yes, managers coordinators; it's not just applicable to teachers in a classroom.*

A *So managers could use it as a basis for discussions of where we're going, what we're doing?*

B *Yes, so there's a sense of direction in the organisation. This means they'll thinking about issues and concerns in concert with other learning organisations.*

Chapter 1

A conceptual framework for further education curriculum

This section of the Curriculum Guide gives an overview of the conceptual framework for further education and poses questions to consider in professional development activities.

It will be of interest to those new to the framework, those who want to revisit it and those who are interested in running or undertaking professional development on the framework.

What is further education?

'For the purposes of this conceptual framework, further education means general education for adults that gives priority to foundations, preparedness and pathways. At present, such courses focus on foundational education, readiness for work and/or return to study' *(Transforming Lives Transforming Communities, p. 15)*

The conceptual framework is for **further education** curriculum. In the Victorian State Training System, further education is the term used for courses that are not specific to a particular occupation. Further education courses also allow learners to gain the foundation skills, knowledge and understanding to go on to other courses and to take part in new and different community activities. Examples of further education courses are adult literacy, English as a second language, return to study courses and work preparation.

Vocational education is the term used for vocationally specific courses. Thus, ESL for community participation is a further education course, ESL for hairdressing is a vocational course.

What is curriculum?

'Curriculum goes beyond course specification to embrace the wider organised learning experience. . . The learning needs of each individual student should be considered in terms not just of the choice of modules but of activities, materials, delivery modes and teaching styles [which ensure] a set of responsive learning experiences in accordance with the needs of each individual learner.' *(Transforming Lives, Transforming Communities, p.13)*

The conceptual framework is for further education **curriculum**.

Curriculum is all that goes into the work of teaching and learning. It is not just what is written down or documented.

It can be:

Intuitive
what we do in the classroom in keeping to and diverging from the lesson 'plan' according to the needs, interests and aspirations of the students and teachers.

Documented or 'written down'
notes, formally or informally written, where we jot down what we intend to do, or what we have done, in the classroom. This can be for personal use as well as for other teachers or managers.

Accredited
curriculum that is written down and formally accredited or given approval by a governing body.

What is a conceptual framework?

Reasons for the framework

- *knowledge and experience from best practice and research is circulated*
- *principles that may have been marginalised in the past are given legitimacy*
- *principles shaping educational objectives and outcomes can be consistent across the state and within an organisation.*
- *pathways are given visibility and strength.*
- *there is a common repertoire of ideas for professional development*
- *there is a strategic approach to further education* *(refer to Transforming Lives, Transforming Communities, p. 10)*

We're familiar with curriculum guidelines, accreditation writing guides, and other documents about courses. This is the first time a conceptual framework for further education has been articulated and distributed as a working document.

A conceptual framework is made up of theories, experiences and ideas we use in planning a course, teaching, relating to students. Our conceptual framework is based on what we may have formally learnt in educational institution, the current ideas we pick up from the media, discussions with friends and colleagues, what we learn from the experience of working with students and our own experience as adult learners. Our experiences of living in a family, community and negotiating our way between these communities are also drawn on.

Our conceptual framework underpins the work we do as further education practitioners. It also underpins the way we live in our families and community and how we see our roles as teachers and learners.

We all have conceptual frameworks. Students have conceptual frameworks about how they see their position as learners and what they want and expect from their formal learning.

The greater the diversity of background and experience the greater, the variety of conceptual frameworks in the one organisation.

Although we all have conceptual frameworks which form the basis of our practice, we rarely fully articulate them either to ourselves or to others. Sometimes we get a glimpse that others might have different frameworks, but by and large they are hidden from view.

Components and basis of the framework

Four principles and **four aspects** form the basis of the conceptual framework for further education.

The principles

"In practice, each principle co-exists, to a greater or lesser degree, within each of the other three all of the time. Any one principle is always inhabited by the others, all constantly energising and refiguring each other in new and dynamic ways"

(Transforming Lives, Transforming Communities p. 24)

For definitions of the principles look at the next page.

The four key principles in the framework are:

- multiplicity
- connectedness
- critical intelligence
- transformation.

Below are some examples of the principles. If you look at the broader definitions, on the next page, you will see the following summaries give only a part of the definition.

Multiplicity

We have more than one identity – as a student, parent, worker, colleague and/or neighbour. We bring all these into the classroom. Different learners have different learning styles. One piece of information can be communicated in a variety of ways. On finishing a course, a student can do a range of things. And there's more than one way of telling a story and more than one interpretation.

Connectedness

Connectedness is the other side of multiplicity.

How do we make connections between the different roles we have? How can we make connections between what we feel and what we think? How can we make connections between different views? How can we connect what we learn in a class to outside experience? How do we connect all the different activities in a 2 or 3 hour class?

Critical Intelligence

How can we be critical of what is the established knowledge presented by authorities, the teacher, the media, the government, the church? What questions are not being asked? How can we look at what is going on under the surface?

Transformation

How can we connect what we learn in a class to outside experience? How can a student translate knowledge into action? How can a student be more powerful in everyday life?

The principles don't exist in isolation from each other. They exist together and within each other.

Multiplicity

'Multiplicity, encompassing complexity, difference and diversity in all their forms is about a broad and deep educational reach. It is a principle that embraces the varieties and paradoxes of contemporary social and material life. In it are embedded the ideals of living creatively with cultural diversity and with the multifaceted nature of change. This concept points to the need to recognise multiple personal and social roles, identities and allegiances. Multiplicity in education is about contributing simultaneously to individual fulfilment, material sufficiency, cultural belonging, social justice, commonwealth and local and global citizenship. It is education that is:

- *multipurpose in aim*
- *multidisciplinary in content*
- *multi-faceted in methodology*
- *multiform in outcomes*

It encompasses multiculturalism, multilingualism, multimedia and multiliteracies.'

Connectedness

Connectedness is about educational connections, inter-relationships, patterns and bridges. It aims to dissolve false boundaries and harmonise apparent opposites. Connectedness means connecting the personal and the political, the emotional and the rational, the physical and the spiritual, the cognitive and the ethical, knowledge and action. This principle is about navigating pathways through contradictions and inconsistencies. This ideal relates past, present and future to each other. It fosters alliances between diverse disciplines and discourses. Connectedness is concerned with relationships and reconciliation both within the learning environment and beyond.

Critical Intelligence

Critical intelligence addresses the never-ending construction, deconstruction and reconstruction of knowledge. It encourages a practical and reflective approach to knowledge. Intelligence comes in many forms, including emotional, intuitive, intrapersonal, interpersonal, spatial, symbolic and physical intelligence as well as factual, analytical and linguistic intelligence. A critical approach recognises the multi-faceted nature of intelligence and encourages connections among the different domains while also revealing the possibilities and limitations of each. It encourages the capacity for reflection and self-knowledge. The fundamental skills of critical intelligence are learning to learn, to question and to analyse. Critical analysis encompasses the cycle of framing focused questions, acquiring the necessary knowledge and skills to research these questions, making values-based judgements and taking justifiable action. Critical intelligence means being clear and explicit about the values embedded in decisions and actions.

Transformation

Transformative education develops a confidence and a capacity for effective action, increasing a learner's sense of agency both within the learning context and beyond. Transformation emerges out of a learner's participation in a variety of learning networks: educational institutions, workplaces, community agencies, affiliation groups and social movements. This ideal favours community building and active citizenship in all settings: in family groups, in the local community, in a learning organisation, as a global citizen, in cyberspace. This principle requires the development of a consciousness of the changes associated with learning, understanding the inextricable connections between personal transformation and larger social and cultural transformations.

(Transforming Lives, Transforming Communities p. 24, 25)

The four aspects

The four curriculum aspects in the framework are:

- Educational Practices
- Learning Outcomes
- Recognition Outcomes
- Pathway Outcomes.

The four aspects are infused with the principles; the principles run through the aspects.

Educational Practices

Educational Practices include:

- *the initial assessment, selection and placement of students*
- *the pedagogical processes and*
- *the assessment processes.* *(Transforming Lives, Transforming Communities p. 34)*

Educational Practices are more than the teaching of students and what goes on in the classroom. They cover all the aspects that enable learning to take place; assessment, pedagogies, modes of delivery, evaluation.

Learning Outcomes

This aspect of curriculum "recognises the importance of spelling out the amalgamation of ingredients necessary for effective and rich learning." Learning outcomes integrate:

- *subject-specific knowledge, understandings and capacities*
- *conceptual and linguistic development including language, literacy and/or numeracy*
- *learning to learn.* *(Transforming Lives, Transforming Communities p. 37)*

Learning Outcomes are what the students should know at the end of a course.

In further education curriculum learning outcomes have 3 strands:

- **subject knowledge** and capacities learned as part of the subject.
- **learning to learn.** This includes learning how to
  - be a student in an organisation, attend class regularly, speak to the teacher and other students, check enrolment number
  - use dictionaries, the library, the internet without the aid of a teacher
  - seek teacher or expert assistance (and when to seek it)
  - work in a group and reflect on one's role in a group
  - learn from past experiences of learning to identify the type of learner and individual requirements for learning
  - manage time and juggle roles between student and parent, worker, friend
  - identify and manage anxiety and stress associated with learning
- **literacy, language and/or numeracy** particular to the subject. Teachers and others 'know' the language of the subject; the discourse of the subject. The task is to initiate the student into this discourse. For example, students who are doing a life-planning course through sailing, 'Women on Water', would learn not just the definitions but how to participate in the discourse of sailing and navigation. They would practice the discourse with feedback from the teacher.

Recognition Outcomes

"This means indicating 'who recognises what and for what purposes'."

(Transforming Lives, Transforming Communities p. 39)

Recognition Outcomes may be formal or informal. Formal recognition may be a certificate or other documentation. Informal recognition may include endorsed student portfolios, having a letter published in the local paper or having a text published in the learning centre newsletter.

Pathway Outcomes

"...effective pathways outcomes about enabling learners to be successful in the next step they take in their chosen pathway." *(Transforming Lives, Transforming Communities p. 41)*

These may be study and work related .... They may relate to a life stage .... For some, discovering a new learning interest or moving from one interest to another can be life changing."

(Transforming Lives, Transforming Communities p 40)

These are the destinations the student move to after their learning achievements. This may be to further study, participating more actively in the local community, joining a neighbourhood group or acting as a mentor in a community. It may also be pursuing paid or unpaid work.

How do the principles and aspects work together?

"Each aspect embodies multiplicity, connectedness, critical intelligence and transformation."

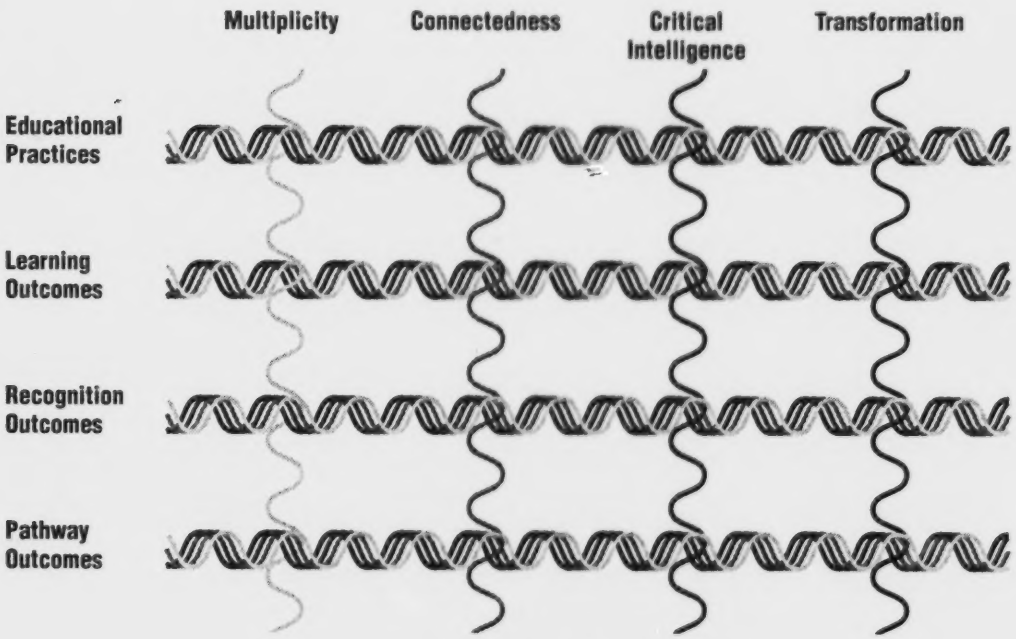
(Transforming Lives, Transforming Communities, p. 28)

The principles filter through all the aspects. We don't apply the principles so much as look through the principles.

It's difficult to describe the connection between the aspects and the principles in a linear format.

Metaphors describe best how the aspects are infused with the principles.

For example, the connection has been described as a weaving of coloured wool with the four strands of the principles weaving through all the four aspects. Each principle is in each of the four aspects and all the aspects make up a complex educational texture.



The fabric/texture of good FE curriculum

Another example is the dropping of coloured dyes into water, the colours swirling one into the other.

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Ideas for workshops and discussion groups

Reading and interpreting the framework

When we read the framework we bring to it our own current conceptual frameworks, which we may never have articulated either to ourselves or to others. We incorporate our own already existing principles into our reading of the principles.

The framework is best read in the context of discussion with others. Ideally it will be read and discussed with regional and program managers, head of centres, governing bodies, teachers, tutors, reception and office staff.

As part of the researching and writing of *Transforming Lives, Transforming Communities*, workshops were held across the state. This gave participants the opportunity to hear the terms explained and to explore their meanings in a group. A draft of the document had already been circulated. Some hadn't seen it, others confessed to having glanced through it quickly the night before or had put it away in the filing cabinet; some had read it and written copious notes in the margins.

A common response to discussion of the document in the workshop was 'Now I see what it means', 'It makes sense now', 'It's not a boring list of instructions after all', 'It confirms what we're doing in our centre', 'It's great, I didn't realise it was so liberating, so full of possibilities'. Some said they had a better understanding of it for themselves, others that they would return to their workplace and organise further workshops with their colleagues.

Transforming Lives, Transforming Communities is designed to be read not as a book of guidelines for occasional reference, not as a set of rules, but as part of an ongoing discussion between teachers, and coordinators. These discussions may range from informal discussions in subject or staff meetings to workshops held as part of a professional development curriculum day.

Some questions to consider in staff meetings, workshops, planning days

The text in italics tells you how this might be done.

- How would you describe your already existing conceptual framework?
  (Note ideas individually and then discuss as a group)

- What are the consequences of not identifying, discussing your conceptual framework?
  (Discuss as a group)

  Possible responses are:
  - It's harder to identify if there is conflict on aims and teaching practices. 'I wish I had this last week' said one workshop participant, 'It would have helped in a conflict about planning what to do in a computer class.'
  - We don't know if we have common understandings of what we're aiming to do in teaching and organising courses.
  - Students move from one class to the other and may sense there is not a common educational philosophy.

- What's influenced your framework?
  (Write responses individually and then discuss as a group)

  Responses to date have included:
  - I remember reading 'Teaching as a Subversive Activity ' and those John Holt books back in the early seventies.
  - My first group of students who didn't do what I suggested, but gave me lots of ideas.
  - Paulo Friere
  - that inservice we had about learning to learn

- What do you understand each of the four principles to mean?
  You'll get a greater diversity of understandings if you write them down individually before discussion.

  Workshop participant said things like – 'Now I can see how the principles are interconnected. I know it says that in the book, but I couldn't really see how.'

- What do you understand the aspects to mean?
  Discuss with others.

- How can you use the framework to document a course?
  Draw up a table using the four aspects, educational practices, learning outcomes, recognition outcomes, pathway outcomes.

  Decide on a course to write up.

  For four consecutive lessons, write down what you do for Educational Practices and Learning Outcomes.

  Write down the Recognition Outcomes and Pathway Outcomes for the course itself.

  Ask a colleague to mark where they see the four principles operating .

- What does the framework mean to you in your role as coordinator, sessional or contract teacher, head of centre, office administrator, regional manager, management committee member?

Chapter 2

Using the conceptual framework for further education in teaching

This section of the Curriculum Guide will be of particular interest to further education teachers who are:

- planning new curriculum
- working with accredited and non-accredited curriculum
- interested in the evaluation and enhancement of their own practice
- contemplating curriculum innovation and expansion.

As discussed in other sections of this guide, many further education courses evolve from perceived needs within the community. These many and varied needs emerge through consultation and discussion from community wishes, learner requests, teacher generated ideas, coordinator planning, network negotiation and regional policy targeting.

Context

Teachers, responding to varying needs, constantly have ideas for new further education programs for which funding is sought to enable program delivery. These ideas, and how they are acted upon are diverse.

Possible scenarios for further education teachers may include:

- wanting to expand upon and improve a certain unit of study previously worked on
- marketing their skills and expertise to different providers in order to improve their employment opportunities
- validating and reclaiming the opportunities for and provision of quality non-accredited further education programs
- articulating their own, sometimes fragmented, examples of successful practice into a cohesive whole
- capitalising on strategic government policy and funding initiatives, ie. new learning technologies
- identifying and filling gaps in local further education provision
- evaluating the strengths and/or weaknesses in one's own teaching program and practice.

The conceptual framework for further education is a means of articulating curriculum ideas, evaluation practices and educational innovations, in a framework that will 'speak' to others working in further education.

The case studies included in this section illuminate different applications of the framework and their potential relevance to further education teachers and trainers. The diversity of scenarios reflects the *multiplicities* of teaching practices and teacher needs. These applications of the framework also highlight *connections* and *transformation* between aspects of teaching practice(s), teacher identity(ies), curriculum development, professional development and employment. An individual's understanding and use of the conceptual framework is an exercise in the application of *critical intelligence*.

Case Study 1 is the evolving story of how one teacher used the framework to broaden her general ideas about teaching a Women's Health program for middle aged women. This led to concrete and specific ideas on:

- how such a course may run
- how learning outcomes may be developed and measured
- what pathways *connect* to such a course and
- where these learning outcomes may lead participants.

Case Study 2 shows how, using the framework, an individual learning plan can be developed for an existing accredited curriculum. The teacher in this case study worked with the student to develop a personalised learning plan based on the framework which simultaneously *connected with* the learning outcomes of the accredited module. We can see here how the framework is able to give a balanced, coherent and consistent approach to individual learning plans.

Case Study 3 depicts a regular occurrence for some further education teachers; the 'inheritance' of a long standing and successful program without the documentation or, perhaps,

teaching experience to readily support it. In this context, the framework provides a systematic approach to inclusive planning. The framework is fluid and adaptable. A teacher can and should define his or her own starting or reference points. This case study exemplifies the spirit of *multiple* uses or applications of the framework, showing that there is no one, definitive way of using the framework.

Case Study 4 is an example of the *transformative* potential of the framework for teacher identities. In this increasingly casualised profession, teachers can develop units of study which they can use to market themselves to further education providers. The framework provides a common structure and language for further education teachers and coordinators to talk about innovations and ideas for further education provision. Teachers are able to approach further education coordinators in different settings to discuss their ideas for curriculum development beyond practices and outcomes, by including recognition and pathways.

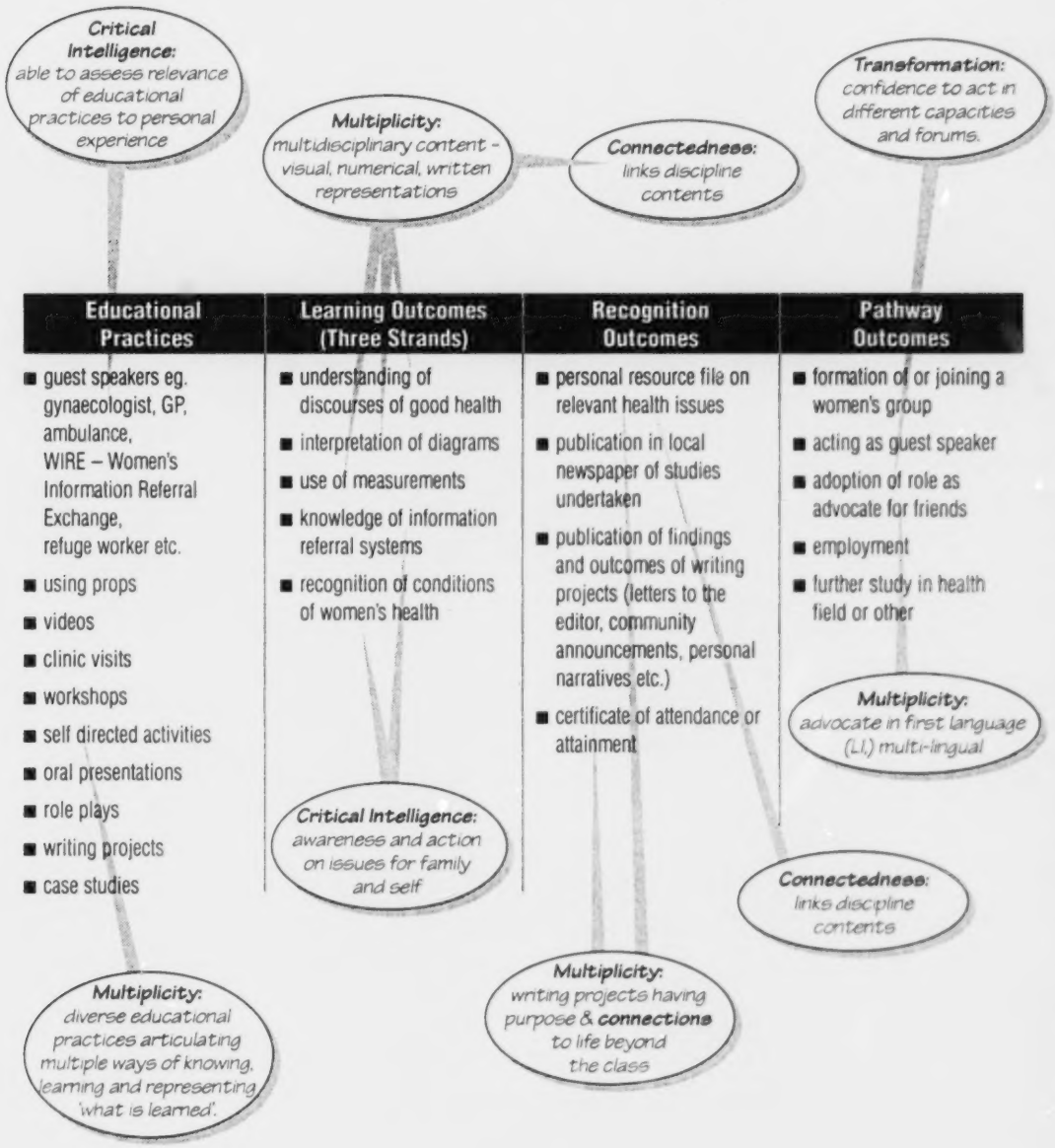
Case Study 5 is part self directed professional development activity and part curriculum evaluation. Using the framework to *critically* reflect on practice enables teachers to evaluate their work in terms of an educationally sound and principled framework, which, through its construct of principles and aspects, can provide teachers with a balanced perspective of what can constitute further education best practice.

Throughout each of the case studies the four principles of the conceptual framework for further education are highlighted to give readers a sense of how they link to further education curriculum development.

Case Study 1: development of a further education program

Kathy is shortlisted for employment with a provider in a large regional city. The position is for a teacher to develop and deliver curriculum relating to health issues for mature women (45 – 55 years). These women may be from language backgrounds other than English, but are predominantly long term Australian residents.

Kathy knows that the class will run for four hours per week for 40 weeks. She uses the conceptual framework for further education to sketch out some of the curriculum possibilities.


Critical Intelligence: able to assess relevance of educational practices to personal experience
Multiplicity: multidisciplinary content – visual, numerical, written representations
Connectedness: links discipline contents
Transformation: confidence to act in different capacities and forums.
Educational Practices
Learning Outcomes (Three Strands)
Recognition Outcomes
Pathway Outcomes
guest speakers eg. gynaecologist, GP, ambulance, WIRE – Women's Information Referral Exchange, refuge worker etc.
using props
videos
clinic visits
workshops
self directed activities
oral presentations
role plays
writing projects
case studies
understanding of discourses of good health
interpretation of diagrams
use of measurements
knowledge of information referral systems
recognition of conditions of women's health
personal resource file on relevant health issues
publication in local newspaper of studies undertaken
publication of findings and outcomes of writing projects (letters to the editor, community announcements, personal narratives etc.)
certificate of attendance or attainment
formation of or joining a women's group
acting as guest speaker
adoption of role as advocate for friends
employment
further study in health field or other
Multiplicity: advocate in first language (LI.) multi-lingual
Critical Intelligence: awareness and action on issues for family and self
Connectedness: links discipline contents
Multiplicity: diverse educational practices articulating multiple ways of knowing, learning and representing 'what is learned'.
Multiplicity: writing projects having purpose & connections to life beyond the class

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Looking more closely @ the learning outcomes...

Having mapped out her ideas for the course across the four aspects, Kathy now looks in closer detail at the learning outcomes. The Learning Outcomes articulate clearly what is intended for the participants to learn during the course.

Kathy checks that she has addressed each of the three strands (content; language, literacy & numeracy; and learning to learn) within the scope of the learning outcomes. In evaluating her learning outcomes planning, she 'fine tunes' some of the outcomes to better express the three 'built in' strands.

Learning Outcomes (Three Strands)
■ knowledge of women's health issues/cycles/conditions (content)
■ understanding of the discourses of good health (L, L & N)1
■ understanding of medical terms (L, L & N, content)
■ interpretation of diagrams (L, L & N)
■ use of measurements (L, L & N)
■ knowledge of information referral systems and how to use them (content & L to L)2
■ increased confidence in self advocacy (L to L) (added)
■ development of personal health action plan (L to L) (added)
■ ability to communicate effectively with health professionals (L, L & N) (added)

1 L, L & N refers to literacy, language and numeracy
2 L to L refers to learning to learn

These outcomes form the basis for the development of assessment tasks appropriate to this short course.

For each learning outcome Kathy considers how her students' understanding of these concepts can be measured, and what type of task is appropriate and relevant. She groups learning outcomes that can readily be measured with one or two assessment tasks:

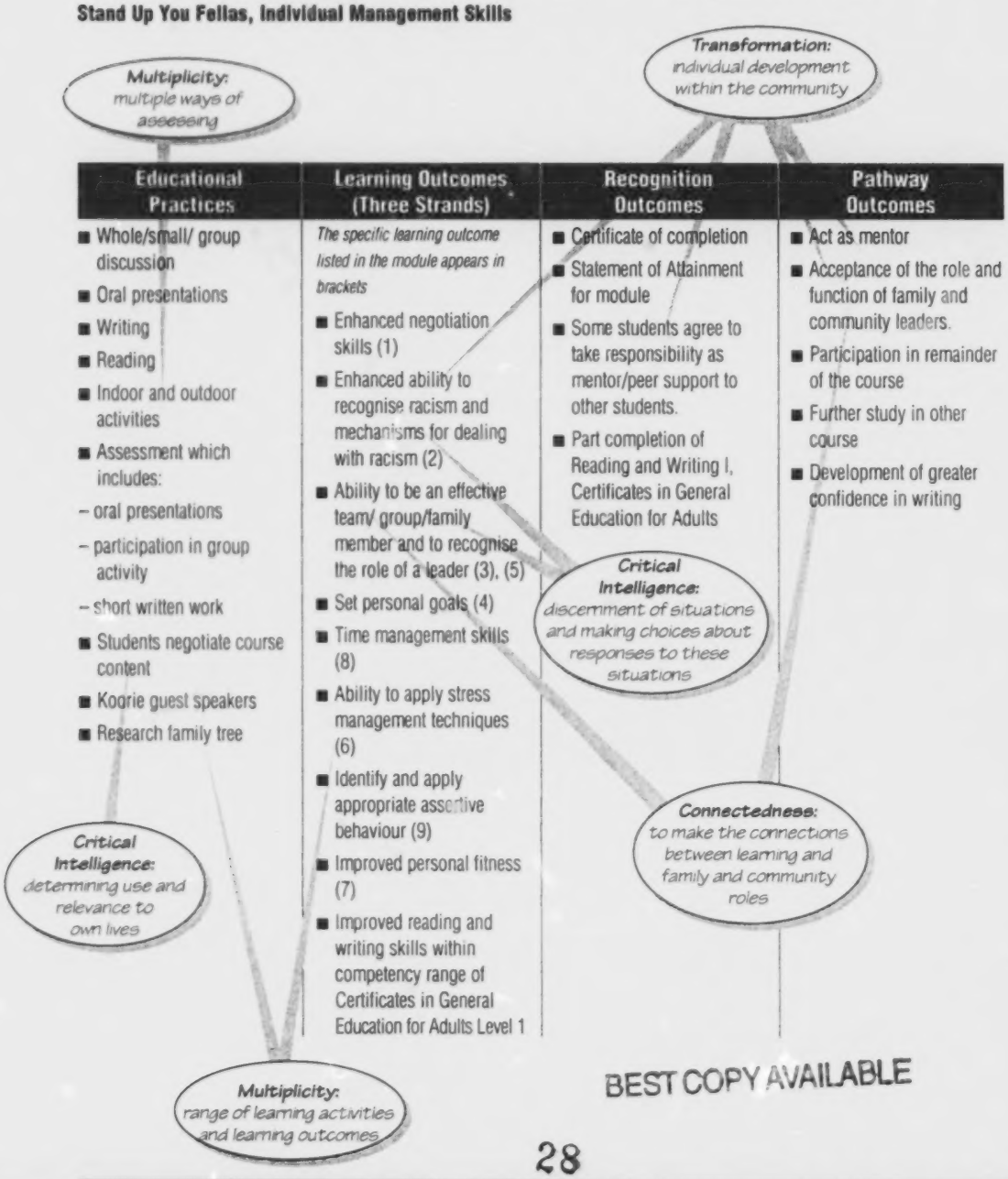
Learning Outcome(s)	Assessment Criteria	Assessment Task
■ Ability to communicate effectively with medical professionals ■ Understanding of the discourses of good health ■ Knowledge about women's health cycles	■ Can state a health 'problem' ■ Can question regarding meanings, quality alternatives and/or outcomes. ■ Can use appropriate listening strategies	■ Participation in and evaluation of a role play of a visit to the doctor/naturopath/ ■ specialist ■ Ordering and collection of medicine from chemist
■ Increased confidence in self advocacy ■ Use of time line measurements ■ Recognition of conditions of women's health	■ Can identify health issues that need monitoring/self responsibility ■ Can identify barriers to self responsibility	■ Development of an individual health plan, identifying possible barriers and strategies for overcoming the
■ Content (women' health) knowledge ■ Understanding and use of medical terms ■ Knowledge of information and referral systems	■ Can answer groups' questions on selected topic, eg. menopause, HRT, endometriosis, mammograms, pap smears.	■ Five minute oral presentation for group on self selected topic on women's health

Case study 2: development of a personal learning plan

Lisa uses *Coorong Tongala: Certificate 1 in Koorie Education* in her classes. *Coorong Tongala* was written and accredited before the conceptual framework for further education was developed. Lisa is keen to use the framework and she does this in two ways. First she maps the curriculum and her teaching practice to the framework. Then, with her students, she develops an individual learning plan for each student, using the framework.

This table maps *Module 1, Stand Up You Fellas, Individual Management Skills* across the four aspects of the conceptual framework for further education.

The Four Aspects of the Conceptual Framework for Further Education as identified in Module 1, Stand Up You Fellas, Individual Management Skills


Multiplicity: multiple ways of assessing
Transformation: individual development within the community
Educational Practices
Learning Outcomes (Three Strands)
Recognition Outcomes
Pathway Outcomes
■ Whole/small/ group discussion
■ Oral presentations
■ Writing
■ Reading
■ Indoor and outdoor activities
■ Assessment which includes:
– oral presentations
– participation in group activity
– short written work
■ Students negotiate course content
■ Koorie guest speakers
■ Research family tree
The specific learning outcome listed in the module appears in brackets
■ Enhanced negotiation skills (1)
■ Enhanced ability to recognise racism and mechanisms for dealing with racism (2)
■ Ability to be an effective team/ group/family member and to recognise the role of a leader (3), (5)
■ Set personal goals (4)
■ Time management skills (8)
■ Ability to apply stress management techniques (6)
■ Identify and apply appropriate assertive behaviour (9)
■ Improved personal fitness (7)
■ Improved reading and writing skills within competency range of Certificates in General Education for Adults Level 1
■ Certificate of completion
■ Statement of Attainment for module
■ Some students agree to take responsibility as mentor/peer support to other students.
■ Part completion of Reading and Writing I, Certificates in General Education for Adults
■ Act as mentor
■ Acceptance of the role and function of family and community leaders.
■ Participation in remainder of the course
■ Further study in other course
■ Development of greater confidence in writing
Critical Intelligence: discernment of situations and making choices about responses to these situations
Critical Intelligence: determining use and relevance to own lives
Connectedness: to make the connections between learning and family and community roles
Multiplicity: range of learning activities and learning outcomes

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Lisa aims to meet the individual learning needs of each student in the course and has worked with each student to jointly create a plan of the learning content which is based on the accredited curriculum but reflects a content plan based on the conceptual framework for further education.

The student is a fifteen year old female Koorie student living in a rural area. She has limited educational opportunity, enjoys netball but no longer attends school. She is keen to learn and wants to understand more about her cultural heritage.

Individual Learning Plan for Module 1

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ Buy a planner chart at the newsagent. ■ Devise an achievable personal fitness plan with a daily exercise program of walking, playing netball with friends. ■ Record fitness program on planner. ■ Talk to relatives about family tree and family elders. Record some interviews on tape ■ Tell a small class group about findings. ■ Practice in speaking in a more assertive manner to a class member who is very dominating eg. *"I know you don't agree with me but I think . . ."* ■ Talk to teacher about stressful things	■ Development of literacy and numeracy skills and through research and calculations relating to total and average time spent on physical activity compared with others in group and with elite athletes. ■ Development of assertiveness skills in oral exchanges ■ Knowledge of personal Koorie culture and heritage ■ Demonstration of application of stress relief techniques eg. listening to CD with headphones when feeling stressed ■ Knowledge and understanding of importance of personal fitness ■ Increase concentration in class	■ CGEA modules as assessed in Reading Writing, Oral Communication, Numeracy and General Curriculum Options ■ Agreement to assist a younger member of the group. ■ Record of oral history ■ Greater ability to concentrate and focus in class.	■ Desire to complete additional modules. ■ Awareness and enthusiasm about Koorie cultural heritage. ■ On-going enrolment in class ■ Voluntary or mentor role ■ Paid or voluntary work ■ Regular participation in team sport and club

Case study 2 shows how the framework can be used with a curriculum accredited prior to the framework to enhance an individual's learning experience and to add to the overall learning outcomes of a course.

Case Study 3: Documenting practice to the framework

John has 'inherited' a long standing and successful adult literacy course for low level literacy students. The previous teacher of this course did not leave any documentation of how the program was undertaken except examples of the course's final product, a community newsletter. The further education coordinator is keen for this program to continue but has little information to assist John in curriculum development. The program runs for three hours a week for 20 weeks. John realises time is tight. He uses the framework to work backwards, in effect, from the final product to develop a balanced and accountable curriculum.

Assessment tasks

Assessment tasks:

- writing articles for publication
- design of simple advertisements
- selection and placement of articles and advertisements for publication
- group negotiation/ delegation of tasks

These tasks around the construction and publication of a newsletter, can be built on to create a more detailed curriculum.

Learning Outcomes (Three Strands)

Ability to:

- plan for, and meet deadlines (L to L)
- prioritise and set achievable goals (L to L)
- work as part of a group (L to L)
- be critically aware of advertising language and features (content; L, L & N)
- develop appropriate register for newsletter articles (L, L & N)
- develop telephone technique for soliciting advertising (L, L & N; content)
- do simple word processing skills (L, L & N)
- demonstrate knowledge of spatial awareness (desktop publishing materials to newsletter format) (L, L & N)
- undertake simple accounting procedures (L, L & N)
- appreciate the 'power of the pen' (content; L to L; L, L & N)

From this point, John is able to articulate the educational practices that will enable the learning outcomes to be met, and identify potential outcomes (both recognition and pathways) for participants undertaking a course such as this.

Critical intelligence: *able to evaluate existing material*

Transformation: *increasing capacity with skills for effective action*

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ group discussions ■ review of previously published material ■ questionnaires/surveys of advertisers ■ formal meetings with rotated position of chairperson ■ writing projects ■ computer classes – printing, filing, saving materials of disk ■ phone calling: practicing/discussing techniques and the actual. ■ development of a group ethos ■ writing workshops ■ letter writing ■ negotiation skills	Ability to: ■ plan for, and meet deadlines (L to L) ■ prioritise and set achievable goals (L to L) ■ work as part of a group (L to L) ■ be critically aware of advertising language and features (content; L, L & N) ■ develop appropriate register for newsletter articles (L, L & N) ■ develop telephone technique for soliciting advertising (L, L & N; content) ■ do simple word processing skills (L, L & N) ■ demonstrate knowledge of spatial awareness (desktop publishing materials to newsletter format) (L, L & N) ■ undertake simple accounting procedures (L, L & N) ■ appreciate the 'power of the pen' (content; L to L; L, L & N)	■ the newsletter ■ CGEA Level 1/2 ■ letters of acknowledgment from advertisers ■ addition to personal folio: eg. portfolio of work or writing folio ■ development of contacts/friendships	■ computer classes ■ creative writing classes ■ involvement in community groups ■ involvement in community campaigns ■ enrolment in Certificates in General Education for Adults class.

Multiplicity: *diverse educational practices alternative perspectives as editor, mentor, reader etc.*

Connectedness: *making links, not just between content and practice but connecting this to people*

Transformation: *greater involvement in outside community*

Multiplicity: *recognition of multi-skilled work practices*

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Case Study 4: Marketing professional expertise

Lily has developed ideas for a further education program based on studies she has undertaken. She has developed some broad learning outcomes for a course in 'Identifying Skills and Knowledge." She approaches further education providers in her local area to see if they are willing to fund and offer the course at their centres. She uses the conceptual framework for further education to frame her course initiatives in a model further education coordinators can readily assess in terms of existing and future pathways within and beyond their centres. Two of the centres she approached expressed interest in modifying her learning outcomes to provide curriculum for Level 1/2 Certificates in General Education for Adults classes for women. Lily consequently hones the learning outcomes to more specifically focus on the local context, known or familiar, to develop a curriculum for use appropriate to these levels.

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ Reflective journal writing ■ Discussions ■ Watching videos ■ Discussion ■ Writing projects ■ (incorporating modelling techniques, scaffolding, process writing) ■ Off site visits ■ Story telling ■ Brainstorming of feedback/new ideas for naming personal skills and knowledge ■ Role plays ■ photography ■ mixed media representations ■ Development of individual action plan	■ Skills at home: Ability to: – know and use of the language of articulating skills; networking, goal setting, prioritising, planning – use/read a monthly calendar and a week at a time diary format for planning – identify/recognise skills developed within and around the home, that relate to skills required in paid workforce – complete a short writing task (letter) identifying personal skills and knowledge – recognise different ways people (eg. cross cultural), can develop comparable skills ■ Skills: in community: Ability to: – recognise the importance of maintaining interpersonal relations – participate in personally relevant community organisations – analyse representations of home makers/primary carers – develop greater confidence and sense of value re: personal skills and knowledge	■ Statement of Attainment Levels 1 and/or 2, CGEA ■ Speaking out on community/family issues ■ Preparation of RPL application(s) ■ Advocate for family/friend	■ Levels 2/3 CGEA ■ Greater participation in relevant organisations ■ Course in Creative Writing ■ Art courses ■ Art history courses ■ Course in Developing Skills for Re-entry to the Workplace ■ Certificate I in Employment Preparation ■ Successful RPL application(s)

Multiplicity: *diversity in achieving similar goals. Possibility of more than one route to get to where you want to be*

Critical Intelligence: *examining portrayals of homemaker, in the press, multi-media, art, exhibitions literature, etc*

Connectedness: *linking personal to community*

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Case Study 5: Evaluating current practice

In the absence of other forums, Bob was interested in evaluating the strengths and weaknesses of his teaching practices. He saw the framework as a benchmark that complemented his own educational values and perspectives, which at the same time satisfied the administrative and funding requirements of the program's management.

Bob's further education class ran for three hours a week on Wednesday evenings for 40 weeks (4 x 10 weeks – per school term). The class was originally called 'Reading and Writing for Migrants'. His first activity in the class was to negotiate a new name for the program. That first group decided on 'Second Chance Learning'.

This class was made up of mostly employed, long term Australian residents from non-English speaking backgrounds. They had high oracy skills but recognised that restructuring within their respective workplaces meant they would be called on to use writing and reading skills in English more often than in the past. This realisation caused considerable anxiety for these learners who feared that their poor spelling and inability to understand and use all facets of English grammar would ultimately lead to redundancy.

The class had a core of ten students (male and female) as well as a floating pool of 5 learners who would come intermittently, when work or family commitments allowed. Bob selected a content or theme area for study to be the vehicle for work undertaken in each of the four ten week blocks. The learners also declared interest in finding out more about computers, particularly word processing packages such as 'Microsoft Word'. The themes were;

- life histories: family, biography, history, migration
- life work: paid and unpaid work, job histories, forms of workplace writing, identifying skills, CV development
- local futures: letters to local papers, identifying aspects of civic participation, community involvement
- global futures: world issues, environment, current affairs.

The educational program outlined below is a 'broad brush' representation of the kinds of activities and outcomes worked on in each of the 10 week program periods.

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ group readings and discussion ■ journal keeping ■ library visits ■ writing projects/process writing ■ genre writing ■ spelling activities ■ computer tutorials ■ peer computer work ■ worksheets ■ homework ■ video: Mr Bean ■ interviewing family members ■ peer assessment ■ grammar games	■ increased confidence in accessing a variety of references re: English spelling; – dictionary – computer spell checks – visual analysis ■ greater understanding and appreciation of differences between spoken and written English ■ greater understanding of register and forms/audiences of writing ■ increased confidence in English grammar usage ■ increased confidence in using enhanced English vocabulary	■ Certificate of Attendance from the Centre ■ Certificates in General Education for Adults Statement of Attainment, Level 2 Reading and Writing	

Transformation: *in personal sense of ability*

Multiplicity: *diverse educational activities*

As Bob mapped out his program, a number of issues emerged quite clearly.

He needed to address issues regarding *recognition* and *pathways* in far more explicit terms. For future classes he wondered/considered how that might look.

He had not built in all of the three strands of learning outcomes. To him, it seemed that he used content as a vehicle for addressing the language and literacy needs for students, there was no articulation of numeracy learning outcomes or learning to learn outcomes.

Bob could see that there were a number of areas where the principles of the framework were apparent in his teaching program. To ensure that he had achieved a balance of the four, he looked again at his mapped program to identify the principles more clearly.

Bob realised that whilst some of the principles particularly *multiplicity*, were well entrenched in his practice and planning, other principles were not explicitly catered for. He knew that within his curriculum, there were elements of critical *intelligence practices*, but realised they happened by accident rather than design. At this point Bob used the conceptual framework for further education to look at, and re-name his program planning in new ways, ensuring that other principles were formally recognised and entrenched within his curriculum.

He mapped out a revised version of the curriculum, following the same processes, paying attention first to all of the aspects, at times rewording these to make more explicit a sense of the four principles.

Critical Intelligence: discernment of genre, audience for text types
Educational Practices
group readings and discussion
journal keeping
library visits/research tasks
writing projects/process writing
genre writing
spelling activities
computer tutorials/independent Internet searches
peer computer work
worksheets
homework
video: Mr Bean
interviewing family members
peer assessment
grammar games
independent reading
note taking
self evaluation
peer evaluation
multi disciplinary perspectives: history, politics, vocational education and training, ESL training
family history investigations
problem solving techniques
Learning Outcomes (Three Strands)
capacity to access a variety of references re: English spelling; (dictionaries; computer spell checks; visual analysis) (L to L; L, L & N)
knowledge and appreciation of differences between spoken and written English (L, L & N)
knowledge and practice of register and audiences for writing (L, L & N)
capacity to attempt varied forms of English grammar usage (L, L & N)
ability to use enhanced English vocabulary (L, L & N)
a broader acquisition of terms relating to aspects of English grammar (L, L & N) (added)
appreciation of the global and local impacts on workers' lives (content) (added)
ability to use data to construct tables and graphs (numeracy) (added)
comparison and contrast of numerical data over history (numeracy) (added)
use of written English to communicate problem solving processes (L, L & N) (added)
knowledge of local migration and settlement (content) (added)
ability to complete work related tasks (content) (added)
Recognition Outcomes
Certificate of Attendance from the Centre
Certificates in General Education for Adults Statement of Attainment, Level 2/3 competencies
centre or community display of work relating to life /work history
exploration of possibilities for publication
perception of greater sense of job security and satisfaction
a GCO option in the Certificates in General Education for Adults
partial pre-requisites for an RPL application
Pathway Outcomes
work promotion
RPL for vocational study
further study in field of history
active involvement in workplace and/or community issues,
active involvement in family reunion plans
TAFE courses, office studies, creative writing
lifelong use of libraries, Internet and allied technologies,
Transformation: potential can be realised in multiple ways
Connectedness: b/w personal and work lives
Critical Intelligence/: Connectedness can position own experience in broader context
Transformation: confidence to try new forms
Multiplicity: active/passive, teaching/ learning strategies, different technologies and resources

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Chapter 3

Using the framework to document curriculum

This section is for those who are interested in documenting curriculum. It focuses on non-accredited curriculum.

Reasons for documenting curriculum

An obvious first question is: "Why bother to document at all?" When time is scarce and teaching pressures intense, the effort involved in documentation can seem just another burdensome task. Yet, the act of documenting curriculum is a powerful way of not only planning classes but of evaluating them as well. It provides an opportunity for seeing the connections between the 'bits'. It prompts teachers to make their teaching rationale explicit. It can also mean that good practice can be more easily passed onto peers and colleagues.

Teachers often associate documentation with having to do something for external agencies or audiences – program coordinators, heads of department, funding bodies, accreditation panels. Whilst documentation is often required as a basic pre-requisite for most of these for accountability purposes, it need not be restricted to such purposes.

Many teachers document their own work for their own professional development purposes. They know that the act of writing down what they are doing means their attention is drawn to why they are doing it. It highlights gaps, suggests new connections, encourages a broader view and foregrounds the rationale (often unconsciously at work) for educational choices and decisions. Teachers regularly say that the process of documentation assists them to develop more coherent curriculum, one where the relationship of the parts to the whole is more obvious, one in which there is a conceptual core rather than a list of disjointed, unrelated, ad-hoc activities.

Documentation methods

Documentation takes many forms. Sometimes, a few hastily scribbled notes suffice. At other times, a more formal presentation is appropriate. Sometimes, it is done alone; sometimes, as a group exercise. The documentation process described in this chapter can apply to all situations and circumstances. It can be:

- the basis for personal curriculum planning and evaluation (maybe written in pen or pencil for your eyes only)
- the skeleton for collective curriculum mapping with colleagues (usually first done on a whiteboard and later transcribed for distribution)
- the format for more formal curriculum documentation situations (most commonly word processed with official requirements in mind).

Using the framework for documenting curriculum

A good starting point is a blank copy of the four aspects of further education teaching and learning – educational practices, learning outcomes, recognition outcomes and pathway outcomes – that are highlighted in the framework. On the opposite/next page you will find a sheet you can use for this purpose. Samples of this process in a variety of contexts can be found later in this section. (See 'Examples of documented curriculum' p.34).

Individually, or as a group, teachers record their ideas about the course or class in question. For a new course, teachers jot down ideas from their imagination or based on prior experience.

If taught before, teachers note the known features of the course. Initially, having all four columns in view at once is helpful. This promotes the relationships and dynamism between the four aspects. At a later stage, when each column has grown in size, some prefer to arrange the four aspects one after the other in sequence, for easier reading.

Some teachers start by giving their attention to the 'Educational Practices' column, finding it easy to say what they do (or would do) in class. Others focus first on 'Learning Outcomes', wanting learners' achievements to be their primary reference point. Some prefer to begin with 'Pathway Outcomes', keen to keep student destinations as the focal point. On the whole, 'Recognition Outcomes' tend to feature later, when the other three aspects have been thoroughly considered.

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Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes

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Educational Practices

If starting with 'Educational Practices', teachers list all the educational practices they are currently using or intend to use in the life of this course – group work, content areas, types of media, range of perspectives and texts, individual tasks, assessment methods, evaluation techniques. The next stage is to see if these further education practices can be broadened or deepened. As the conceptual framework for further education emphasises the importance of the four principles of multiplicity, connectedness, critical intelligence and transformation, the practices documented so far are then revisited with these four principles in mind.

Helpful questions to consider are:

> Do the Educational Practices show a multiplicity of resources, activities, texts, techniques and technologies? Do they encourage a diversity of perspectives and points of view both in content and method?
>
> Are the Educational Practices connected to learners' physical, psychological, social, cultural, linguistic and conceptual abilities? Do they connect the learner to the wider world? How will connections be made between the content and the learner?
>
> Do the Educational Practices develop learners' critical intelligence? Have reflective practices, critical analysis, interpretation exercises and action plans been included?
>
> Do the Educational Practices extend the learners' ability to transform (make changes in) their own life and that of their community? Do they strengthen learners' capacity to act on what they learn?

These questions are a way of making further education practices as rich and generative as possible. As ideas flow in response to these questions, they can be incorporated into the practices already recorded, either as new possibilities or as extensions of existing ones.

Learning Outcomes

The 'Learning Outcomes' express what students can expect to learn by the end of the course. Learning outcomes for further education students should focus on three key areas:

- the content of a particular subject or topic;
- associated language, literacy and numeracy capacities;
- related 'learning to learn' abilities.

The more plaited and inclusive each learning outcome is, the better.

As teachers try to describe these learning outcomes more and more precisely, attention often moves back to 'how' they work to achieve these, which leads to additions or modifications to the 'Educational Practices' column. Once again, the four principles of multiplicity, connectedness, critical intelligence and transformation provide a short-hand reference point for planning and evaluating.

Helpful questions for consideration are:

Do the learning outcomes cover a multiplicity of further education needs and aspirations? Do they include social, academic, civic, vocational and community purposes as well as personal ones?

Do the outcomes connect with the learners' current lives? Do they inter-relate with the educational practices, recognition outcomes and pathway outcomes? Are the language, literacy and numeracy outcomes generated by the course subject and topics?

Do the outcomes specify how critical intelligence is strengthened? Do they include outcomes that clearly spell out a greater capacity for critical analysis and values reflection?

Is there a specific emphasis on the transformative power of 'learning to learn'? How is the learner a more confident, resourceful and independent learner in ways that will endure well beyond the life of the class?

Recognition Outcomes

Thinking about 'recognition' means thinking about who recognises what learning achievement for what purpose. Teachers tend to think of certification first – accredited certificates or statements of attainment; local certificates of attendance and/or participation. Encouraged to consider exactly what proof or evidence of learning is most significant for the learner, teachers then broaden their ideas on ways of recognising learning. They see that valid Recognition Outcomes can be writing portfolios, research projects, learning journals, essays or reports conforming to academic or workplace requirements. In many instances, validated evidence of learning such as these can be far more powerful, can lead to far more wide-reaching consequences for the learner, than a certificate. Again, the four principles of multiplicity, connectedness, critical intelligence and transformation offer a useful guide.

Helpful questions to consider are:

How many have been considered – non-accredited as well as accredited? What will be the most useful proofs of learning for the learners?

Are the recognition outcomes connected to the pathway outcomes, to the destination the learner wants to reach?

Are the recognition outcomes based on a critical analysis of what form of recognition will be most meaningful for the learner?

Are the recognition outcomes ones that will act most powerfully for the learner? Will the learner be able to act, participate and succeed?

Pathway Outcomes

If starting with 'Pathway Outcomes', consider pathways which open up the most possibilities for the learner after the course. Pathways need to be both visible and accessible. Further education teachers often tend to think of 'pathways' as moving to another course or to looking for paid work. Using the four principles of multiplicity, connectedness, critical intelligence and transformation, 'pathways' come to be seen as broader than further study or employment. They include movement to a wide range of public engagement – active membership of community organisations; use of government agencies and local facilities; connections via the internet; participation in civic events.

Helpful questions for consideration are:

> How many adult roles, responsibilities, work and study options are relevant to this course? In what live contexts might learners use the outcomes of this course?
>
> Are the pathway outcomes connected to the educational practices, the learning outcomes and the recognition outcomes? Are they an integral part of the course and not a last-minute add-on at the end?
>
> Has the learner's critical intelligence been extended through identifying and evaluating possible pathways and their consequences?
>
> Are the pathway outcomes related to how the learner wants to transform his/her life and that of the communities to which they belong?

A messy process

Of course, this process is never tidy or straightforward. Adding to one column prompts ideas for and changes to another column. There is a constant movement back and forth between the columns as well as up and down the columns – adding, combining, being more precise, redrafting, resequencing. In fact, the process is never fully finished. The teaching act and the dynamics of the learning environment are too complex to be completely recorded.

However incomplete their documentation, teachers have found that getting the gist of it down is invaluable as a starting point for more reflective practice and more refined thinking. Often this process benefits many more than the original teacher. In many instances, what started out as a documentation exercise for personal purposes is now a curriculum resource for a whole department, house or local network.

Examples of documented curriculum

The examples that follow in this section of the Curriculum Guide demonstrate different stages of documentation. Most courses included here have been developed and taught over a number of years, and draw on the conceptual framework for further education as a reference point for organising and evaluating years of practice. Others in the planning stage are using the framework as an initial planning aid. These examples trace the process from the first, rough drafts through more considered subsequent drafts through to final, polished versions that have been redrafted many times. Each example includes a short narrative (the 'Documentation story') that relates the context in which the documentation was generated.

Whilst all examples refer to the four aspects – educational practices, learning outcomes, recognition outcomes and pathway outcomes – as key headings, there is a diversity of ways in which the documentation is presented. A number present the four aspects side by side so the full breadth of the course can be seen at a glance. This layout makes for prompt and easy cross-referencing, for discovering and expanding the inevitable connections between all four further education aspects. Others, at a later, more detailed stage of documentation, give concentrated attention to each aspect in turn.

One example here, *Personal Development through an Introduction to Psychology*, concentrates on depth rather than breadth. Whereas the other examples show their courses through a wide angle lens, it show a cross section view, providing the sort of in-depth, detailed information about educational practices and learning outcomes that would be required for accreditation purposes. A broad-angle view of this course is described on pages 32 and 33 in the second edition of *Transforming Lives Transforming Communities*.

Examples

First drafts

- *English for Participation in the Australian Community* (ESL teachers: CAE)
- *Options* (Barb Lorey, Morrison House)

Redrafts

- *Valuing Diversity* (Michele Hoyne, Helen Rosenberg, Jude Newcombe: Learning North West)
- *Men's Health* (Tim Ford: Bendigo Community Preparation Program)

Final versions

- *Marketing the Arts* (Liz McLennan: Brunswick Neighbourhood House)
- *Creating New Directions* (Padma Singh: Sussex Neighbourhood House)
- *ESL with the Aid of Computers* (ESL teachers: Moreland Adult Education)
- *Personal Development through an Introduction to Psychology* (Geri Bow: Hawthorn Community House)

The four principles of the conceptual framework for further education are highlighted in some of these examples to give readers a sense of how the principles link to further education curriculum development. You may like to spend some time thinking about how the other curriculum examples link to the principles.

English for Participation In The Australian Community (EPAC)

Provider

ESL department, Council of Adult Education (CAE), Melbourne

Teachers

Marianne Sherry
Louise Courtney
Ilana Rischin
Josie Viola
Susie Orzech
Linda Senhenn
Kay Elias
Cathy Davidson
Janeece Toose

Rationale

EPAC aims to enhance ESL students' understanding of, and involvement with, issues and events affecting their lives as members of Australian communities, at all levels from local to national. Central to the course is familiarity with the daily news, in other words, accessing the media as a means of knowing 'what is going on' and what is being said about it in public. This introduces a broad range of general education subjects such as history, geography, aboriginal studies, civics, legal studies and creative arts.

This popular course has been run for some years and is designed to cater for 4 levels, across ASLPR levels 1-3.

Duration

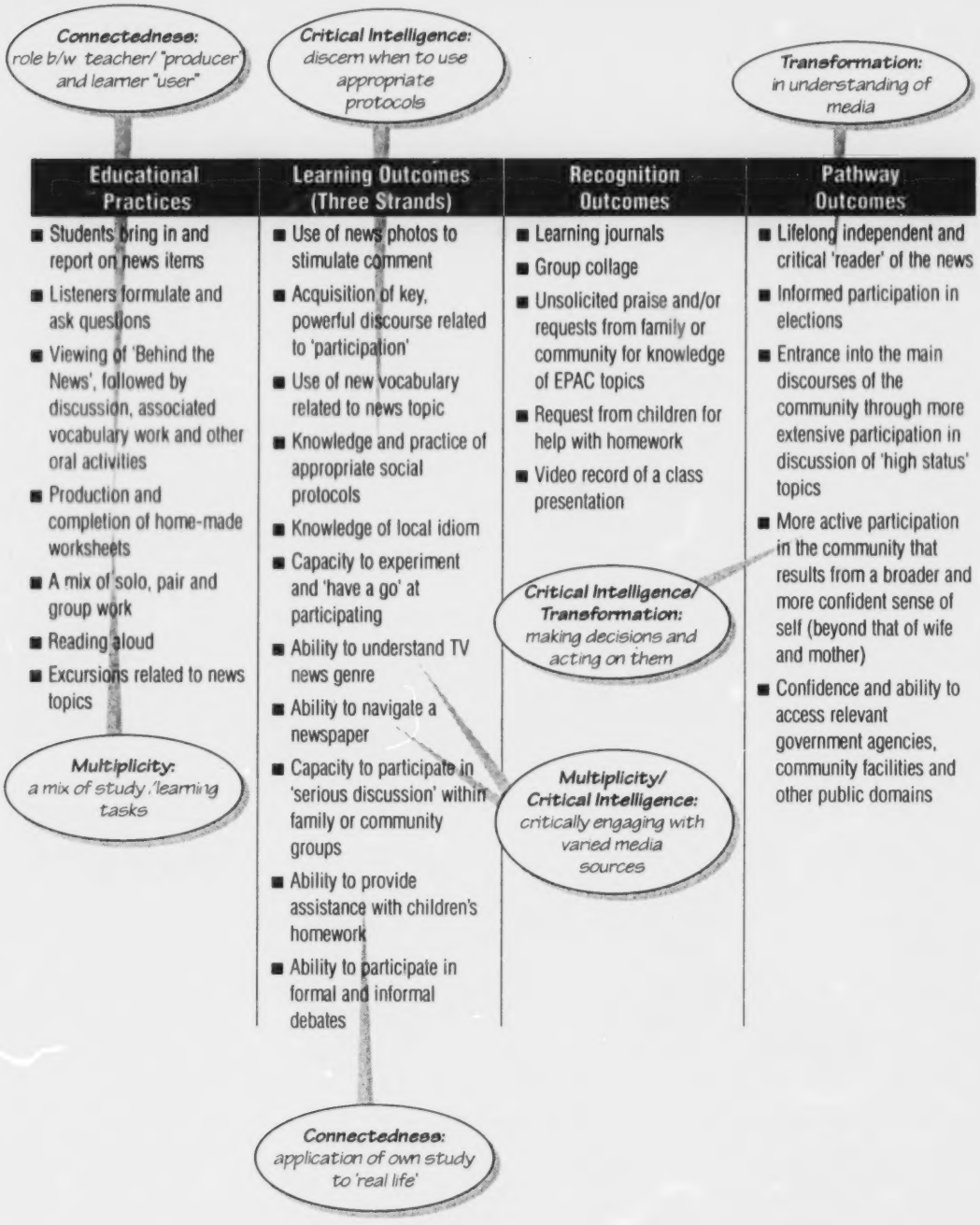
3 hours per week over a semester of 20 weeks

Documentation story

The ESL Department at CAE wanted to document 'English for Participation in the Australian Community' for a number of reasons. Documentation could:

- Provide an occasion for collective and personal professional development through a deepening understanding and working knowledge of Transforming Lives, Transforming Communities, the further education sector's key curriculum philosophy document
- Enable the development of in-house curriculum documentation skills
- Lead to the production of a high-quality, classroom-ready curriculum resource (across the four levels of EPAC over 40-50 contact hours) that was the result of collective evaluation and planning amongst teachers
- Provide a firm basis for a consideration of the pros and cons of accreditation.

Delia Bradshaw was invited to run an initial briefing workshop on conceptual framework for further education. The documentation that follows records the outcomes of that two-hour session.


Connectedness: role b/w teacher/ "producer" and learner "user"
Critical Intelligence: discern when to use appropriate protocols
Transformation: in understanding of media
Educational Practices
Learning Outcomes (Three Strands)
Recognition Outcomes
Pathway Outcomes
Students bring in and report on news items
Listeners formulate and ask questions
Viewing of 'Behind the News', followed by discussion, associated vocabulary work and other oral activities
Production and completion of home-made worksheets
A mix of solo, pair and group work
Reading aloud
Excursions related to news topics
Use of news photos to stimulate comment
Acquisition of key, powerful discourse related to 'participation'
Use of new vocabulary related to news topic
Knowledge and practice of appropriate social protocols
Knowledge of local idiom
Capacity to experiment and 'have a go' at participating
Ability to understand TV news genre
Ability to navigate a newspaper
Capacity to participate in 'serious discussion' within family or community groups
Ability to provide assistance with children's homework
Ability to participate in formal and informal debates
Learning journals
Group collage
Unsolicited praise and/or requests from family or community for knowledge of EPAC topics
Request from children for help with homework
Video record of a class presentation
Lifelong independent and critical 'reader' of the news
Informed participation in elections
Entrance into the main discourses of the community through more extensive participation in discussion of 'high status' topics
More active participation in the community that results from a broader and more confident sense of self (beyond that of wife and mother)
Confidence and ability to access relevant government agencies, community facilities and other public domains
Critical Intelligence/ Transformation: making decisions and acting on them
Multiplicity: a mix of study /learning tasks
Multiplicity/ Critical Intelligence: critically engaging with varied media sources
Connectedness: application of own study to 'real life'

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Options: Study, Employment, Volunteering, Recreation

Provider
Morrison House, Mount Evelyn

Teacher
Barb Lorey

Rationale
This course was designed for a mixed ability group of students in a community house setting. Many of the students have low skills in literacy and numeracy. It addresses the need to think about life pathways where paid work may not always be an option.

The course has four options students choose from. They then participate in activities related to their **one** choice.

Each option is written up according to the four aspects of conceptual framework for further education. Only the RECREATION OPTION is presented here.

Duration
3-6 hours per week for a semester.

Documentation story
Early in 1999, the Adult, Community and Further Education Board funded a program of workshops across all ACFE regions introducing participants to *Transforming Lives Transforming Communities.* These practical workshops were divided into two parts and were held over two separate days. For the second session, participants were asked to bring along an example of their own curriculum course or idea documented in the spirit of TLTC.

The example below, 'Options', was produced by Barb for this purpose. In fact, she drew it up on the train on her way to the second workshop. It is her 'first go' at a curriculum idea that had been in the wind in her community house for some time.

Since that time, Barb has used this format arranged around the four framework aspects as the basis for negotiating individual student learning plans.

A word from Barb, the teacher:
"TLTC is very user-friendly. It's a good way of sorting out ideas and connections. It didn't take any time to jot down my early thoughts and the links between my ideas. TLTC goes beyond learning strategies with its attention to learning pathways out into the community. With it, you can see the linkages between the classroom and 'What now? What next?"

Options: Study, Employment, Volunteering, Recreation

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ Presentations from Shire Recreational Officer ■ Collection of information re. recreation in Shire from brochures in region, electronic media, local radio station, local newspapers, Yellow Pages, local websites ■ Research, writing and design for a *Cheap Recreation Guide* ■ Assessment of comparative costs of various recreational activities ■ Compilation of a personal budget to include recreation ■ Creation of information folder of community news: brochures from community houses etc. ■ Presentation of information in chart form: e.g. parks in the area and their facilities ■ Demonstration of recreational activity ■ Recreational site visits for comparison: e.g. parks, gym etc. re parking price, childcare etc. ■ Reports on site visits ■ Personal recounts: preferred, worst, most dangerous recreational pursuit etc. ■ Oral presentations on recreation to other classes and groups	■ Knowledge of recreational locations and **options** in local area re. cost, availability, transport arrangements etc. ■ Ability to assess own recreational needs, evaluate alternatives and make informed choices ■ Ability to plan outings ■ Ability to locate information from a variety of sources, including the internet ■ Development of telephone skills: giving and receiving information, requesting information ■ Development of organisational skills: production of *Cheap Recreation Guide* ■ Access to and participation in a wider community ■ Development of oral and written skills in several genres ■ Critical engagement with issues of personal and social significance: health, recreation ■ Development of map reading skills ■ Ability to glean information from a wide range of texts: brochures, timetables, written and spoken ■ Foundational research skills	■ Centre certificate detailing course content and completed tasks ■ Statements of Attainment for written, spoken and General Curriculum Options components of the Certificates in General Education for Adults ■ Folio of writing from draft to publication ■ Own contribution to *Cheap Recreation Guide* ■ Learning portfolio, containing the year's learning plans and a personal evaluation of them	■ To other community centre courses: recreational courses ■ To greater awareness of health and recreation leading to appropriate self health care ■ To extended use of public spaces and community facilities ■ To active membership of community organisations ■ To courses leading to career in sport and recreation ■ To local council website and other recreation-related sites

The Valuing Diversity Project

Provider

Learning North West (formerly Glenroy Adult Literacy)

Teachers

Michele Hoyne, Helen Rosenberg, and Jude Newcombe.

Background and rationale

At the time of writing, Learning North West is part way through a Managing Diversity Project funded by the Northern Metropolitan Regional Council of Adult, Community and Further Education. The Project, *Valuing Diversity*, aims to involve more non-English speaking background people and women in the Management Collective.

For many years Learning North West, under its former name of Glenroy Adult Literacy, had worked to involve students in the Management Collective, and student participation in forums such as the Annual General Meeting had been very high. This curriculum 'Literacy and Decision Making', was documented in *Multiple Images Common Threads* (Bradshaw, Delia, Adult, Community and Further Education Board, Victoria, Melbourne, 1995).

While the Management Collective's central role is responsibility for governance of the organisation, the Managing Diversity Project is tilting the lens to view the Management Collective and organisational decision making structures and practices from an educational perspective. Thus, the Management Collective and decision making processes and structures are viewed as integral to a democratic curriculum which seeks to develop active and inclusive citizenship.

Documentation story

First draft

The first draft of mapping the 'Valuing Diversity' curriculum took place in an introductory regional workshop to Transforming Lives Transforming Communities. At the time, the Valuing Diversity Project team was working on information sheets, language activities and discussion questions to be used in classes in the lead up to our Annual General Meeting, to encourage students to participate and perhaps nominate for the Management Collective. In these early days of the project, we defined curriculum more specifically in terms of classroom activities which aimed to inform the students of Learning North West of the composition and role of the Management Collective.

Draft 1

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ Sharing prior knowledge of committees and meeting practices ■ Observation of and participation in a meeting ■ Reading and discussing explanatory texts ■ Discussion about Management Collective and related topics ■ Links with 'big picture' democracy issues such as local elections, republic referendum ■ Mentoring of new Management Collective members ■ Whole class, group or individual work **Assessment** ■ Observation ■ Self-assessment	■ Contributing to meetings ■ Speaking at meetings ■ Development of research skills: 'What is diversity? What is valuing?' ■ Development of literacy skills related to meeting practices ■ Understanding of different meeting practices ■ Understanding of Management Collective meeting procedures ■ Confidence to join a committee	■ Certificate ■ Request to join a committee	■ Becoming a member of the Management Collective ■ Paid and voluntary work from skills (for example, knowledge of meeting practices, processes of decision making in government) transferred to other contexts

Second draft

Several months later, by the time the second draft (see below) of the mapping of the 'Valuing Diversity' curriculum was being written, those involved had experienced, experimented and evaluated not only the classroom material referred to in the first draft but also had begun to critically investigate how the Management Collective operated as an inclusive democratic model. Another way of describing this is to say that the classroom based learning was contextualised in the decision making processes of the whole organisation through the development of a resource kit for use in a range of classrooms. This new development (the kit) is envisaged as an educational resource for the whole organisation rather than a set course.

At the same time as these curriculum developments, organisational learning is also taking place; the totality of organisational decision making processes is being viewed through the lens of an educational endeavour. These two dimensions are reflected in the mapping below.

Draft 2

Educational Practices

These operate at a multiplicity of levels to enact a multiplicity of purposes, to connect classroom practice and decision making in the organisation, to connect individual students with organisational decision making, to connect texts, activities, resources, assessment and evaluation. There is a strong focus on critical intelligence and transformation, not only of individual students but of decision making processes.

In the classroom

- Sharing prior knowledge and cultural understandings of decision making processes
- Reading and discussing information sheets/explanatory texts
- Introduction to English for meetings and committees
- Modelling of strategies and language structures for intervening in meetings, expressing disagreement, reaching agreement
- Observation of a meeting or video tape of a meeting
- Participation in a structured role play of a meeting; reading simplified minutes and correspondence; active listening and evaluation of role play
- Joint construction of the writing of minutes
- Mapping the path of an issue which is taken to the Management Collective
- Writing a letter to the Management Collective
- Listening to guest speakers
- Participating in the Annual General Meeting (AGM) and student forums
- Writing a report of the AGM or forums
- Self assessment by students
- Evaluative group discussion
- Assessment for accreditation

In the organisation

- Conducting an induction and training session for Management Collective members
- Discussion in the Management Collective of how best to encourage diverse student participation without compromising other functions of the Management Collective ; evaluation of current practice.
- Mentoring of a new member of the Management Collective; supportive one on one assessment of barriers to participation.
- Consultative visits by Management Collective members to classes; reflection and report back to Management Collective.
- Report from Valuing Diversity Project Team to Management Collective to prompt consideration of different models of participation to enable and value diversity of contributions.
- Staff discussion of models of consultation and involvement.
- Strategic planning workshops: in the Management Collective in student forums.
- Brainstorming ways of developing links with organisations in the community.

Learning Outcomes

In the classroom

- Understanding of basic concepts such as democracy, committee, collective, representation. Comparative cultural understanding.
- Monitoring of personal development as an active citizen.
- Knowledge of language and cultural processes: the genre of meetings; key terms and stages of meetings; forums.
- Development of understanding of the complexity of the roles and work of the Management Collective; and identification of own capacity for contribution and of areas for further knowledge and skill development.

- Ability to read meeting documentation including skimming and scanning and determination of priorities.
- Development of oral communication skills for negotiating an issue.
- Ability to follow what is happening in a meeting or forum and to critically assess this
- Confidence to participate in a meeting or forum and monitor and evaluate own performance.

In the organisation

- Understanding of basic concepts of and links between emancipatory education and democratic decision making.
- Valuing of different capacities for involvement among students.
- Increased knowledge of the role and processes of governance.
- Critical evaluation of current structures designed to ensure governance yet enable inclusive participation.

Recognition Outcomes

In the classroom

- Part of the Certificate in General Education for Adults accreditation at different levels: can include reading, writing, oracy and General Curriculum Options modules.
- Competencies towards the Certificate in Spoken and Written English.
- Recognition by peers of increased capacity to contribute to meetings.

In the organisation

- Recognition within the organisation and the broader community, of the extent of voluntary effort given by Management Collective members to build a better organisation and contribute to the wellbeing of the community.
- Public recognition of skills and capacities developed through Management Collective involvement.
- Job reference including experience in public office.
- Recognition by funding body of organisation's implementation of Managing Diversity Policy.

Pathway Outcomes

In the classroom

- To further study: Certificate 11 in Migrant Access; Understanding Our Legal and Political World
- To informed acceptance of committee roles and of collective and individual rights and responsibilities in public decision making
- To greater involvement in the organisation's decision making processes and increased contribution to the organisation such as involvement in working groups, subcommittees
- To more confident and meaningful involvement in public decision making and democratic processes
- To active membership in other community organisations
- To mentor others in the organisation and in the community, such as in own ethnic organisations.
- To more effective advocacy for own interest groups

In the organisation

- To more effective and inclusive governance
- To stronger links with the community.

A word from Jude, one of the project workers:

"TLTC is not necessarily the starting point. Sometimes it's better to write down what you're doing in your own way, in your own words. TLTC is fantastic when you come back to look at what you do to bring in broader issues. It enables you to value things that may seem peripheral, like personal issues for adolescents, but aren't."

Men's Health

Provider

Bendigo Community Preparation Program

Teacher

Tim Ford

Purpose

To enhance the personal empowerment of men to make choices about their physical, mental and emotional health by providing understanding, experiences and sharing ideas.

Background

Two years of consultation, experimentation, feedback, reflection and increased demand led to the development of this 15 session (30 hours) flexible course. The practical sessions are taught by experienced people in various locations around Bendigo. The course is designed for men with a disability, however, it has been successfully used with youth, participants with low literacy levels, offenders and 'at risk' individuals. It can be a personal health course, used in conjunction with modules from the Certificates in General Education for Adults or an option in a customised version of a *'Yes, I Can'* type course.

Documentation story

Tim attended the 2-part regional workshops on *Transforming Lives Transforming Communities* held in the Loddon Campaspe Mallee Region early in 1999. His course, *Men's Health*, was the focus for a collective mapping exercise at the first workshop. An expanded version of this whiteboard exercise became the basis for the documentation example that Tim brought as a worksheet to the second workshop. The documentation below is a combination of that worksheet and subsequent reflection on both drafts.

A few words from Tim, the teacher:

"This documentation process, where a number of people take a course or session and analyse it with reference to the framework has enlightened me regarding the sophistication or depth of what is considered as a simple, basic course. Most of the background notes, philosophy, direction, components etc were floating around in a virtual state inside of me. Getting them out was a revelation and an important step in the development of my course. By 'pulling to bits', I can visualise the connectedness and reflect on the course's strengths and weaknesses with the incredibly valuable feedback of others. I can then manipulate these 'bits' in a more directed manner that greatly enhances the course delivery and outcomes. The documentation process also helps put it into the perspective of life, education and vocational training, enabling a clearer pathway to a person's lifelong learning."

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
Resources ■ Neutral room ■ Paper for construction of individual body sheets ■ Agreement sheet (re setting boundaries, confidentiality) ■ Body parts torso ■ Sex kit ■ Magnet board ■ Videos and music ■ Resource booklets and homework sheets ■ Feeling wall blocks ■ Male teachers ■ Guest speakers **Methods** ■ Discussion ■ Brainstorming ■ Case studies ■ Problem solving ■ Personal and group reflection ■ Activities and games related to health and self esteem ■ Building feeling walls ■ Role plays ■ Negotiation of group norms	■ Regular revision ■ Ability to distinguish between physical, intellectual, social and emotional health ■ Understanding of health, sexuality, relationship processes and issues ■ Knowledge of terms and alternatives related to hygiene, illness, exercise, stress, relaxation and drugs ■ Capacity to identify and name different feelings in different relationships ■ Increased self-esteem through active involvement in decision making ■ Skills in monitoring stability of emotional health ■ Ability to reflect on own experiences ■ Acquisition of basic 'learning to learn' capacities (information sources, validity of sources)	■ Own personalised body sheet ■ Certificate of participation ■ Evidence of taking responsibility for personal health choices (independent visits to chemist, doctor and health information agencies) ■ Positive community responses to broader range of public behaviours ■ Sought out as source of information and advice	■ Repeat of course ■ Other further education courses ■ General education courses ■ Other personal development and relationships courses ■ More diverse participation in the community ■ Mentor or reference point for others ■ Access to a wider range of healthy lifestyle options

Marketing the Arts and Creating New Directions

Documentation story

Late in 1998, Brunswick Neighbourhood House in consortium with the Coburg Education Collective was successful in tendering for part of the Northern Metropolitan Regional Council project 'Mapping Existing Curriculum Against the Conceptual Framework for Further Education'. Two courses – 'Marketing the Arts' and 'Creating New Directions' – were selected to be documented. The teachers of these courses were the source of information for the project worker, Delia Bradshaw, to write up the curriculum. She met each teacher several times and checked regularly for their approval and suggestions.

The topics for Delia's first meeting with the teachers consisted of:

1. What do you know about the conceptual framework of further education?
2. Can you think of your course as:
   Educational Practices (Pedagogies/Assessment/Evaluation)?
   Learning Outcomes (Subject/Language and Literacy/Learning to Learn)?
   Recognition Outcomes?
   Pathway Outcomes?
3. Do the following exist in each of the above:
   Multiplicity?
   Connectedness?
   Critical Intelligence?
   Transformation?
4. Would modifications need to be made to embody the framework?
   In your opinion, would this be an improvement?
5. Is the conceptual framework for further education a model worth recommending to further education practitioners?
   Reasons?
   Best way of doing this?
   Possible problems/key issues (both practical and educational)?

The topics for the second meeting, following the completion of Delia's first draft, included:

1. How accurate/comprehensive is my mapping of your course? What was your first response on seeing this way of representing your work?
2. Do some parts of your course need more or less emphasis in this documentation?
3. Have I missed anything of educational significance?
4. Given we have an accurate description of the current course, can you see anything to add to strengthen, enrich, extend, broaden and/or deepen this course for the future?
5. Could the course be improved in any of the four framework aspects or principles?
6. What do you see as the role/potential of the framework in curriculum and professional development?
7. Can you see any practical or educational problems in the conceptual framework for further education being the model to guide curriculum development?

Documentation model

The model chosen was taken from *Transforming Lives, Transforming Communities (TLTC).* Those involved wanted to test the accessibility and value of this documentation model for further education practitioners – how valuable as an educational resource? how easy/difficult to read/enact? how futile/worthwhile as an educational model?

Teachers' evaluation of the conceptual framework for further education

Both teachers enthusiastically endorsed the framework as a sound and comprehensive educational foundation for their work. They found the four curriculum aspects (educational practices; learning outcomes; recognition outcomes; pathway outcomes) and the four conceptual framework principles (multiplicity; connectedness; critical intelligence; transformation) very helpful as key organising principles. Their own words capture this best: *"It's an affirmation of what I do, talking about education in a way that fits my own values and practices"; "It's like a glove, fitting snugly with what I do"; "It's very useful for planning and documentation purposes ... It's all there as a guide"; "It's such a flexible framework, yet linking together all the things that matter"; "It puts me in touch with the latest educational developments".*

Benefits for all further education practitioners

The two tutors saw the framework as a valuable document for further education practitioners in general. To summarise their evaluations, they saw the benefits of this conceptual framework as an integrated document that provides:

- A coherent and comprehensive touchstone for critically analysing their own work within a context that embodies and validates their most cherished values and practices
- A broad educational vision for conceptualising and planning their classroom work, especially the automatic inclusion of recognition and pathway outcomes
- A prompt to pay closer attention to the links between all four curriculum aspects, and most particularly between educational practices and learning outcomes
- An evaluation guide for strengthening and extending current work, making changes and taking new directions.

Both tutors commented on how much this mapping exercise validated what they did and extended both their way of describing their work and their educational horizons. When asked what changes they would make in the future, both provided concrete examples of how documentation prompted them to expand and strengthen their courses.

Marketing the Arts would include:

- more on publicity and promotion, such as producing brochures and getting the media involved
- more emphasis on the students' profile as small business people
- more concentration on planning for the future beyond the course, with the inclusion of a re-designed business plan.

Creating New Directions would highlight the role of key life events (such as death, loss, adoption) in both inhibiting and enriching life planning.

Documentation matters

The tutors expressed delight with the way in which their classes had been documented. It has to be said, however, that their first reaction was: "Do I really do all this?", even though they soon answered their own question in the affirmative with "Yes, I've checked and I do".

Their response highlights the tendency of teachers to underestimate their own work and hence the possibility that they might (unintentionally) provide incomplete documentation of what they do. In many cases, carefully conceived educational plans and justifications have become 'second nature' or 'instinctive', often seen better by 'outsiders' than by the practitioners themselves. One tutor, in fact, said: *"This is not simple but it is so valuable thinking and writing about my work with you like this.*

This draws attention to the issue of how curriculum documentation might best be achieved. Both tutors ardently welcomed the opportunity to document, and therefore critique, their own work but highlighted the vital importance of being able to do this in the company of a friendly 'outsider' who can provide educational leadership and guide discussion. Though only three hours was spent in this task, they felt so much was covered in the time dedicated exclusively to this purpose. They stressed that curriculum development and professional development are most powerful when engaged in collectively with a knowledgeable guide, and not done alone and in isolation.

Documentation follow-up

The fruits of this project have extended beyond their home base. Details of what was documented and what was learnt from the documentation process have been presented at regional meetings. As well, copies of the two courses have circulated widely within the region and further afield. The eagerness to obtain copies of this work attest to the far-ranging and long-term benefits of documentation.

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Course Name
Marketing the Arts

Provider
Brunswick Neighbourhood House
18 Garden St
Brunswick. 3056
Phone: 9387 9901

The course is located at
Warr Park Community Centre, De Carle St, Brunswick

Teacher
Liz McLennan

Background
This course is a general preparatory course designed for people of all ages, abilities and cultural backgrounds wishing to start their own small business and/or supplement their income by marketing their art and craft work. There are no formal entry requirements.

Rationale
This course aims to develop a number of skills in an integrated way. Alongside a practical component in art and craft methods, participants learn about the theoretical underpinnings of marketing strategies and techniques such as market research, advertising and promotion, budgeting and bookkeeping as well as the development of a simple business plan. The course enables students to gain the confidence and skills needed to enter the arts market and provides a risk-free opportunity of testing their business idea.

Duration
3 hours per week x 9 weeks (27 hours per term, 108 hours per year)
Plus approximately 30 hours organising and holding an exhibition and a market stall.

Curriculum Design Aspect	Curriculum Instance: MARKETING THE ARTS
EDUCATIONAL PRACTICES	The teacher: ■ gives practical demonstrations of a wide range of art/craft activities representing a multiplicity of styles, cultures and traditions ■ encourages students to demonstrate their craft skills ■ encourages student generated activity and peer assistance. For example, she organises regular pair work so students learn from each other through swapping ideas, designs and techniques ■ rotates student leadership roles regularly so all students achieve success both as art/craft teacher/demonstrators and as learners ■ produces a wide range of self-help handouts (designs, instructions, background information, cultural connections, history, sample documents) ■ compiles, with the group, resource lists (and ratings) of materials, suppliers, outlets and other useful contacts ■ provides learning alternatives at every stage of the course. For example, at any one time, students can choose between: ■ learning a new art/craft activity ■ developing greater mastery of a familiar form (with a number of art/craft activities always being demonstrated at the one time) ■ concentrating on learning about sale of work and/or ■ expanding related language skills ■ models lifelong learning habits through the establishment of a large, in-class borrowing library as well as resource collection made up of teacher's and students' own books, journals, magazines and artefacts related to arts/crafts and/or small business ■ introduces small business theory informally by connecting students' desires, interests and ambitions to small business activities, such as participation in a public exhibition at a local gallery and/or a stall at the local art/craft market ■ introduces and analyses small business concepts (and related documents) connected with 'copyright', 'contract', 'agreement' and other key legal areas ■ integrates continuous on-the-spot informal assessment based on students' requests, students' self-evaluations, teacher observations and suggestions ■ organises course review sessions such as post-exhibition evaluations ■ provides individual and group educational counselling and advice (other educational sites, texts, materials, courses ...)
LEARNING OUTCOMES	The participant learns to: ■ Demystify key terms and processes associated with 'art/craft' and 'small business' ■ Know and use language and vocabulary specific to art, craft and small business, including legal terminology ■ Adopt new art forms, and the materials and tools associated with them, without fear ■ Demonstrate a basic knowledge of a wide range of art and craft activities, such as ceramics, various painting techniques, beading, jewellery making, printing, mosaics, woodwork, stencilling, papermaking and decoration ■ Ascertain and produce sellable, retail-quality art/craft work ■ Locate and apply quality criteria (e.g. health and safety, value for money, accessibility) to a diverse range of art/craft suppliers ■ Develop ability to continue and organise own post-course learning such as locating and confidently approaching art/craft and small business contacts, information agencies and public facilities

- Identify and critically assess a range of selling options (markets, exhibitions, retail, home-based business) and the viability of income generation through any or all of these means
- Recognise and avoid exploitation by developing 'streetwise' knowledge of common deceptive ploys
- Participate in a local art/craft exhibition and/or market stall, including the organisation of choice and booking of venue, advertising, pricing, setting up, supervising and dismantling of exhibition and stalls
- Develop awareness of and capacities for responding to the range of emotions involved in presenting work to the public
- Demonstrate a basic knowledge of small business theories and practices, such as bookkeeping, market research, promotion and publicity, selling and closing sales, customer service, time management and financial planning
- Work harmoniously and productively with people from a multiplicity of backgrounds, ethnicities and abilities
- Develop adult friendships

RECOGNITION OUTCOMES

- A personal art/craft collection that exemplifies the range and standard of own work
- A display of art/craft work in retail outlets, at exhibitions and/or market stalls
- Orders and recommendations for work from peers, family, neighbours and exhibition
- Review of work in the media
- Evidence (such as legal documentation) of establishment of home-based business
- In the near future, a House Certificate

PATHWAY OUTCOMES

- Employment, including self-employment and training, teaching and working in the art/craft world
- Expansion of art/craft activities in quality, quantity and range for a wide range of purposes and venues
- Access to retail outlets for placement of art/craft work
- Registration and operation as a small business
- Establishment of home based business
- Further study – TAFE, NEIS – in both arts/crafts and/or small business
- Participation in other Adult Community Education and further education courses

Course Name
Creating New Directions

Provider
Sussex Neighbourhood House
235-237 Sussex St
North Coburg. 3058
Phone: 9354 2210
Fax: 9350 2414

Teacher
Padma Singh

Background
This course is a general preparatory course for people, especially women, who have not been employed in recent times and people who need to boost their self confidence. Participants would be expected to have equivalent to reading, writing and speaking ASLPR 2.

Rationale
This course is for fluent and native speakers of English who have had limited or interrupted employment experience. It aims to provide them with the opportunity to further develop existing skills and the confidence to participate more independently both in the workplace and in the community.

Duration
4 hours per week x 20 weeks

A word from Padma, the teacher:
"Curriculum documentation with the framework gives a method of approach. It gives stability like a concrete slab, a base. It allows others to teach the same course at another time. Each person can give their own expression but there's a general direction."

Curriculum Design Aspect	Curriculum Instance: CREATING NEW DIRECTIONS
EDUCATIONAL PRACTICES	■ A multiplicity of texts – poetry, personal development manuals, reference books, journals, videos, films, tailor-made handouts, listening cassettes, teacher's own writing ■ A multiplicity of perspectives – oriental, western, multicultural, contemporary, traditional, critical ■ A wide range of multicultural sources – mottoes, proverbs, belief systems, communication styles ■ A multiplicity of activities – teacher instruction; excursions (library, CAE, Job Club); topic worksheets, questionnaires; self-assessments; mock job interviews; group work; class presentations; 1-1 information, advice and planning; book reviews; journal writing, journal reviews; guest speakers; personal and collective action plans; organisation of a fete; brainstorming ■ A wide variety of 'learning to learn' activities – life skills (time management, banking), public participation (letters to the editor, complaint letters, letters of request and thanks), self-evaluation (journals, class presentations), access to and assessment of community agencies, making and updating curriculum vitae ■ Modelling a variety of culturally appropriate and respectful behaviours (teacher's example, films, simulation exercises) for stressful situations, such as times of anger and grief ■ Activities that explicitly make connections between concepts (mind mapping), theory and practice (role plays), public and private realms (negotiation around issues of privacy and confidentiality, extent of disclosure) ■ Continuous monitoring of students' fears, psychological comfort and safety as a basis for open discussions of the relationship between emotional, mental and social development ■ Activities that enhance group life such as negotiating/monitoring group ethos, establishing and maintaining a class book exchange ■ Activities that promote the habit of asking 'Why?' and 'What if?' that encourage speculation and a critical perspective, for example, continuously investigating and analysing socially powerful terms ('happiness', 'success') ■ Regular evaluations of class texts, activities and behaviours ■ A multiplicity of integrated General Curriculum Options assessment activities – a business feasibility study in pairs, a class-organised fete, an evaluation report (including profit/loss) using the computer (By negotiation)
LEARNING OUTCOMES	The participant learns to: ■ See connections between the 'outer' world (life decisions) and the 'inner' world (values, beliefs), between 'spiritual' and 'practical', between 'reflection' and 'action' ■ Broaden perspectives on lifestyles and life choices ■ Bring a critical perspective to popular, pervasive and powerful ideas such as 'success', happiness' and 'perfection' ■ Reflect on own choices and behaviours and the cause-effect relationship between them ■ Determine own definitions of personal and social 'health' and 'well-being' ■ Envisage a range of social and personal futures with the intention of determining own viable future possibilities ■ Know the role and location of support agencies and personnel ■ Develop confidence in plotting own independent path, including confidence in assessing and accessing 'the system' (health and legal professionals, experts, education) and in reading 'self-help' books critically ■ Understand and practise the connections between self-esteem, self-confidence, identity, assertiveness, stress management and time management ■ Recognise power games and practise conflict resolution alternatives ■ Contribute to group harmony and achievements.

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	■ Express feelings without hostility ■ Identify and use inherent skills to undertake community centred tasks ■ Know the range of employment options, including career guides and self-employment ■ Develop the knowledge, confidence and skills in readiness to re-enter the workforce ■ Strengthen language skills in reading, writing and speaking, particularly in relation to work and study related activities ■ Prepare a job application ■ Know basic computer operations ■ Develop a small business plan, including a feasibility study ■ Organise and conduct a commercial activity open to the public ■ Understand the significance of 'lifelong learning', to identify own learning strengths and weaknesses and to practice being an 'independent learner' ■ Transfer valued learning to others such as children, partners and work colleagues
RECOGNITION OUTCOMES	■ A House Certificate, with information on course topics, activities and tasks undertaken ■ A General Curriculum Options Statement of Attainment (where appropriate) ■ Completion and/or submission of Recognition of Prior Learning (RPL) application (into TAFE courses, for example) ■ A successful RPL application ■ A Portfolio (in hard copy and disc format) containing evidence and documentation of abilities and achievements
PATHWAY OUTCOMES	■ Finding and doing voluntary work ■ Enrolling and participating in other adult, community and further education courses ■ Starting and/or continuing formal study at university or TAFE ■ Pursuing course in which course credits have been gained through a successful RPL application ■ Undertaking home-based learning, including distance education and on-line courses ■ Finding employment and changing employment ■ Creating self-sufficient employment, including a home-based business ■ Joining community groups and committees of management of community groups

Text, Talk And Technology: ESL Literacy with the aid of Computers

Provider

Moreland Adult Education (MAE) Association
Coburg Library
Victoria St,
Coburg. 3058
Phone/Fax: 9355 7344
E-mail: maecl@hard.net.au
Website: http://www.hard.net.au/~maecl

Teachers

Liz Dohrmann
Rikki Gudmundson
Jane Lucas
Eleanor Morgan
Jenny Mullumby
Vesna Pender

Background

The course is designed for older students (50+), mainly Greek and Italian women, as part of their ESL Literacy class. They are long-term residents who have had little formal education. For the majority of the class, this is their first opportunity for formal education, as most had been working in factories until being retrenched in their late 40's and early 50's. Some students will be attempting Level 1, Certificates in General Education for Adults (Reading and Writing), others Level 2 or 3.

Very few have access to a computer at home and the only prerequisite is that the learners are interested in developing English language and basic computer skills.

Rationale

This course builds on the success of MAE's managing diversity project. Its primary focus is older adult learners (predominantly women) whose mother tongue is not English. Some are students with chronic health problems; some are students with other disabilities. This course is intended to introduce participants to the purpose and basic operations of computers within the context of a language and literacy class. The emphasis is not on information technology but on how computers can enhance and add value to their learning, on how it can be a tool in their literacy and language development.

This curriculum documentation is a composite picture of the educational work at MAE related to 'ESL Literacy with the aid of computers'. Some of the classes (Jane's, Jenny's and Eleanor's) focus predominantly on ESL Literacy, computers being a means to this end. Other classes (Rikki's and Vesna's), while focussing more on computers, do contain older students who are ESL Literacy students. Another class (Liz's) may incorporate computers into its ESL Literacy program in the near future.

With this in mind, this mapping can therefore be seen as a course in its own right or as a source of ideas to supplement or complement existing courses. As a course, some students may take it in conjunction with another MAE class, for example, 'Computers for ESL Students'. Others may not feel ready to make this step, to take on two courses or to undertake something more advanced, until they feel they have satisfactorily completed 'Text, Talk and Technology'. For others, an integrated course like this can provide all they want or need to know about computers.

Members of the local aged multicultural population are often alienated from learning new technologies for a complexity of reasons. Some of these reasons are:

- cost
- embarrassment due to health problems and/or disabilities
- low levels of English language and literacy
- minimal or no keyboard skills
- lack of access to transport
- fear of mainstream institutions
- fear of failure or being too old to learn
- an inability to remain immobile for long periods and/or
- lack of disability support, including ramps, wheelchair access and toilets for people with disabilities.

A special word needs to said about the matter of travel. Because Coburg is largely a self-sufficient community, acting as a hub where a wide range of agencies and services are centralised, Coburg residents are accustomed to finding everything they need and want close at hand. This long-standing feature of Coburg life means that many people (especially older people) living in Coburg are not inclined to travel far afield. Hence, they look to MAE, with its reputation for strong connections with the local community, as their clearly favoured adult education preference. MAE then becomes their bridge – educationally and technologically – to the wider world.

Due to its accumulated experience as a community organisation, its teaching expertise and its physical accessibility, MAE is ideally placed to meet students' needs and changing desires. As more emphasis is placed on the role of technology in education and everyday life, more attention is being given to the capacities required to access it. For example, a precondition for the successful use of the Internet is particular literacy and conceptual skills. MAE programs and educational practices understand this and consciously and explicitly strengthen these capacities in students who attend courses such as this one. As one tutor expresses it so succinctly, "you have the language, therefore you are in control".

Duration

3 hours per week x 10 weeks

Documentation story

Funding was provided by Northern Metropolitan Regional Council of Adult, Community and Further Education for this curriculum documentation project.

The documentation was prepared by Delia Bradshaw, the project worker, over the period March to July, 1999. Delia met with the all the teachers involved in taking this course. She met with each teacher individually, at the time specified as the weekly staff meeting, and took notes as each one described her particular approach, priorities and methods. These conversations provided the basis for Delia's documentation. The final picture is a composite one, the result of all the individual conversations and many redraftings based on the teachers' suggested improvements.

The documentation form chosen is based on the curriculum design model advocated in Transforming Lives Transforming Communities: A Conceptual Framework for Further Education. The four curriculum aspects – Educational Practices, Learning Outcomes, Recognition Outcomes and Pathway Outcomes – illustrate the four further education principles – multiplicity, connectedness, critical intelligence and transformation – at work. The 'Educational Practices' section presents one sequence a class might follow. Of course, an infinite number of sequences is possible.

A word from Jane, one of the teachers involved:

"The documentation process was a very validating experience. The framework validates and enhances our practice by crystalising our own thinking."

Curriculum Design Aspect	Curriculum Instance: TEXT, TALK AND TECHNOLOGY
EDUCATIONAL PRACTICES	**Class ethos** ■ Creation of a class structure, patterns and rhythms that promote maximal concentration, for example, students composing in the first half of the lesson and using computers in the second ■ Explanation, modelling and practice of negotiation activities ■ Introduction of the concept of 'mentoring', of being 'mentors ' for each other ■ Discussion of the importance of a learning environment in which students can and will ask for help ■ Modelling the frustrations inevitable in using computers – the confusion, the puzzlement, the despondency – and openly discussing these emotions, how to deal with them and their part in the learning process **Storytelling and writing** ■ Lots of storytelling and storylistening ■ Collective group generation of ideas for writing ■ Provision of a range of stimuli to encourage different types of writing (e.g. cartoons, newspaper articles and brochures for the topic 'Where I Live') ■ Pair work and peer conferencing about computer confidence and processes as well as about ideas for writing ■ Detailed composition processes (drafting, reading aloud and polishing) before transferring writing to computer ■ Regular group conversations as a focus for vocabulary, language and spelling discussions and exercises **Critical literacy** ■ Exploration of current social issues close to the students' lives ■ Incorporation of multicultural perspectives into all topics (e.g. housing, health, migration) ■ Encouragement of expression of and reflection on others' points of view ■ Development of the habit of asking questions ■ Location of individual experience within a broader social and multicultural context **Introduction to computers** ■ Thorough informal assessment of students' prior knowledge and experience of computers ■ Discussion of reasons for wanting to be able to use a computer ■ Explanation (through demonstration) of the relationship between keyboard, touch and computer screen ■ Naming of key computer components such as 'monitor', 'screen', 'keyboard, mouse' and 'desktop' ■ Explanation (through everyday comparisons) of key computer functions such as the purpose of the signs and movements on the screen and the role and sensitivity of the mouse ■ Exercises that promote a new skill (for example, a relaxed grasp and easy movement of the mouse) through familiar content and subject matter (for example, 'The Alphabet')

Connectedness: connecting teaching/learning

Transformation: of learning experience from passive to active

Multiplicity

Connectedness: connecting experience to educational program

Critical intelligence

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Connectedness: *through play*

- Use of games (such as 'Solitaire) to reinforce confidence with parts of the computer (for example, using the mouse, learning to click and drag)
- Introduction to and regular practice of basic language and key terms associated with computers in everyday use (for example, 'click', 'password', 'open', 'save', 'highlight', 'drag', 'double click', 'file', 'tab', 'spellcheck')
- Introduction to technical terms (such as 'cursor') via more familiar terms (such as 'flashing line')

Connectedness: *connect 'theory' to practical*

- Introduction of relevant and specific computer skills in context and not through generalised instructions at the outset
- A variety of 'turning on' exercises

Multiplicity

- Encouragement of students to do every step themselves – from turning on to typing in to seeking best source of assistance (teacher or peer or reference)
- Explanation of technical choices related to word processing and formatting own stories
- Exercises using students' own language and interests that introduce them to basic word processing, including formatting and design

Connectedness: *connecting own work to computer applications*

- Slow and gradual pacing of all new steps, including lots of one-to-one literacy support and/or technical assistance from classroom aides and/or trainee computer teachers and/or fellow students
- Discussion of the differences and similarities between writing text by hand and word processing text

Computer possibilities

- Demonstration of some of the different powers and functions of a computer (for example, playing games, wordprocessing, researching through the Internet, consulting or interacting with a CD-ROM)

Internet

- Explanation of the Internet through analogies (with books, bookshelves and libraries), pictures and diagrams
- Presentation of a brief history of the Internet – origins, some of the organisations and commercial interests involved
- Clarification of students' reasons for using the Internet
- Collective sharing of Internet vocabulary and acronyms and their meanings – 'web pages', 'www', 'world wide web', 'surfing'
- Encouragement of individual Internet searches from the outset, prompting students to experiment with text and image links

Critical intelligence/ Multiplicity: *articulating why we need and how we use information technologies*

- Study of protocols for web addresses – making meaning by breaking them down, practising correct typing and seeing the consequences of incorrect typing
- Ready access to simple reference books and list of interesting web addresses
- Visits to websites of other adult education agencies
- Reference to websites and computer activities available in students' mother tongue
- Introduction -through teacher demonstration and student practice – to basic e-mailing functions: sending, receiving, replying, creating an address book
- Provision of take-home notes for revision purposes
- Assessment of alternative ways of using the Internet – in class, at home, at the library, in a cafe

- Discussion of the costs involved in connecting to the Internet at home
- Explanation of and guided introduction to relevant on-line courses, for example, courses prepared by local agencies such as TAFE institutes, ARIS, Language Australia and AMES

Transformation/ Connectedness: flexible and classroom deliveries

Evaluation

- Continuous evaluation of class ethos, for example, whether students are feeling comfortable about asking for help, whether they are asking for help
- Positioning of teacher in the classroom so that all screens can be seen all the time
- Continuous monitoring of students' progress by keeping an eye on their levels of frustration as well as their computer screens
- Attentiveness to preferred learning styles – discerning when to intervene and offer students technical assistance, when to be there for moral support and when to leave them to work independently
- Regular discussions with class reviewing what has been learnt and what is needed or wanted next

Evaluation

- Preparation of one or two page 'Basic Instructions' in which the most essential processes (such as 'To Start', 'Using the Internet') are broken into small steps that are described in both words and diagrams
- Reference to two larger in-house publications providing an introduction to Windows and Excel
- Discussion of the types of software programs (for example, tutorials, drill packages, encyclopaedias, dictionaries)
- Encouragement of individuals to work on software programs (for example, CD-ROMS such as 'Picture Dictionary', 'Issues in English' and the companion to the CGEA) of own choice, at own level and pace

Transformation: do perceptions change over time?

A constant

- Continuous discussions examining the pros and cons of computers

LEARNING OUTCOMES

The participant learns to:

Connectedness: positioning the personal to the broader social context

- Validate own life, experiences and choices
- Make own learning choices
- Express and defend own opinions
- Place personal experience of change, especially changes in technology, into a broad historical and social context
- Understand some of the reasons for the extent and pace of change, including changes in technology, in contemporary life

Multiplicity: recognition of many ways of doing

- Specify own best ways of responding to change in a time when change is a constant
- Embrace an unknown technology as a means of trying and experimenting with new ways
- Understand that there is more than one way of doing things and of achieving the same end

Transformation: possibly changed perceptions of learning and teaching

- Know own preferred ways of learning and doing
- Understand some of the different things computers can do
- Approach technology in other contexts (such as faxes, library catalogues) more confidently

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- See the possibilities of the computer as a general aid in learning and how the computer can enhance own learning in particular
- Overcome those fears of technology (such as fear of unintentionally damaging the machine) that bar access to computer use
- Play around with the computer
- Be confident to make mistakes
- Demystify the myths and language connected with computers
- Use the basic terminology connected with computer components and functions that is necessary for own purposes
- Understand everyday computer-related concepts such as 'software packages', 'e-mail' and 'Internet'
- Know the limitations of computers and software
- Start to think like a computer does, seeing how it is both 'clever' and 'stupid'
- Test the claims made for computers
- Discern the strengths and weaknesses of different technologies, for example, to discriminate between when a computer can be helpful and when not
- Appreciate both the 'novelty value' and 'the need value ' of computers
- Appreciate the research skills involved in navigating the 'Internet'
- Participate confidently in discussions about modern technology with family and friends
- Enjoy the thrill and excitement of 'being able to do computers'
- See herself capable of high status activities previously thought only for the young and educated and beyond her
- Overcome feelings of inferiority or technophobia through direct observation and assessment of own progress (for example, confident use of the mouse)
- Experience success at a number of key stages with computers so as to be able to look at other new technologies and say 'that's not beyond me'
- See similarities running through different programs, for example, to know that functions such as 'Save' and 'Print' exist and act the same within a wide range of programs
- Participate in the world of printed text by wordprocessing own stories
- Make more conscious choices about standard language conventions and practices (such as punctuation and paragraphing) through the process of meticulously reproducing hand-written work on disc
- Understand the rationale for these language conventions
- Develop the confidence to make corrections in their own time by, for example, feeling free to choose when to attend to 'Spelling' and 'Grammar' prompts
- Produce a simple, word-processed text of own design

Transformation: *attitude to, & use of computers*

Critical Intelligence

Transformation/ Critical Intelligence: *feelings transformed - able to assess own performance clearly*

Connectedness: *make connections known and 'unknown' programs*

Multiplicity: *work expressed in varied modes*

RECOGNITION OUTCOMES

- A writing portfolio containing a range of word-processed and illustrated pieces
- An end-of-year magazine showcasing each student's best piece of writing
- One or two Statements of Attainment (CGEA: Reading and Writing; General Curriculum Option – 'Introduction to Technology')
- An MAE certificate of participation
- Anecdotal evidence (often unsolicited) of accomplishments from family, friends and community, including fulfilment of requests for assistance

Multiplicity: *valuing the anecdotal as well as 'formal'*

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- A well-presented, permanent record of personal and family history made for posterity, especially the grandchildren, and produced on the computer
- Completion of a project of enduring personal and collective significance, for example, the findings of a research project or a written record of oral history that has been documented on the computer
- An appropriately designed publication, combining computer graphics and text, that has appeal and use (for example, a menu or recipe) beyond the scope and life of the class
- Self-sufficient use of the Internet to correspond with people outside of class
- Word-processed essays and assignments that meet the presentation requirements of educational institutions and workplaces

Transformation: able to use independently

RECOGNITION OUTCOMES

- Other adult education activities at MAE, for example, a wide range of computer courses
- Other adult education activities elsewhere, for example, U3A classes
- More advanced ESL classes at MAE or a local TAFE
- Accredited further study, for example, more CGEA, CSWE, VCE Information Technology (especially year 11)
- More confident participation in the computerised aspects of their immediate community, including a greater repertoire of independent and competent transactions with regard to banking, the law, health, housing and elections
- More knowledgeable and active participation in family discussions of 'high status' topics
- Access to a wider range of topics, roles and activities within family networks and ethnic communities (for example, as document or of personal and cultural histories)
- Connections to the 'wider world' (of both media and ideas) through a combination of text, talk and technology

Transformation: increased independence in use of computer systems

Personal Development Through an Introduction to Psychology

Provider

Hawthorn Community House

Teacher

Geri Bow

Rationale

It may be necessary to decide on the overall purpose of the course and the best structure for achieving the purpose. This may mean dividing the course into parts (or modules). Each part may also require its own purpose. You will see from the example below that the purposes incorporate relevant subject content. The example refers to a 60 hour course, *Personal Development Through an Introduction to Psychology.*

Documentation story

In 1998, the Adult Community and Further Education Board provided funds for the development of *A Curriculum Guide for Further Education Curriculum Development.* The excerpts below come from that document.

In this Guide, a psychology course for further education students developed at Hawthorn Community House was used as an illustration to help the reader picture the general points being made about course purposes, learning outcomes and educational practices. Considerable attention is paid to assessment matters.

It is worth noting the difference in order and form in which this documentation is presented. This underlines the importance of suiting the documentation, using the framework, to the circumstances. There is no one mandatory way. The documentation process itself needs to also manifest the four principles of multiplicity, connectedness, critical intelligence and transformation.

Module 1: DISCOVERING PSYCHOLOGY

Purposes

1 To develop an understanding of psychology, its development, and the role of psychologists

2 To introduce the language of psychology

3 To develop library familiarisation

FURTHER EDUCATION COURSE

Personal Development Through an Introduction to Psychology

Course Purpose

To increase confidence, self awareness self esteem through an introduction to psychology as an explanation of human diversity. The focus will be on critical analysis and learning to learn in varied contexts

Module 2: GENDER, HEREDITY & ENVIRONMENT

Purposes

1 To examine how heredity and environment contribute to male/female differences

2 To apply this knowledge of self and others to resolve conflict

Module 3: INTELLIGENCE, HEREDITY & ENVIRONMENT

Purposes

1 To extend students' literacy and research skills

2 To explore the nature and development of intelligence

Module 4: HUMAN BEHAVIOUR IN GROUPS

Purposes

1 To give students the ability to identify and explain some of the behaviours of people in groups through the production of a formal written report

Course: Personal Development Through an Introduction to Psychology	Learning Outcome(s)
Module 1: DISCOVERING PSYCHOLOGY **Purposes:** 1 To develop an understanding of psychology, its development, and the role of psychologists 2 To introduce the language of psychology 3 To develop library familiarisation	1. Basic understanding of the history of the study of psychology 2. Acquisition of, and correct employment of, terms commonly used in the study of psychology 3. Knowledge of the responsibilities and limitations of a psychologist 4. Familiarity with, and practical knowledge of how to use, a variety of library systems as a basis for further research
Module 2: GENDER, HEREDITY & ENVIRONMENT **Purposes:** 1 To examine how heredity and environment contribute to male/female differences 2 To apply this knowledge of self and others to resolve conflict	1. Knowledge of theories about the extent to which heredity and environment contribute to male and female differences at different life stages in a variety of cultural contexts 2. Employment of this understanding of self and others to the resolution of conflict 3. Oral communication skills in group interaction 4. Values reflection on male/female communication
Module 3: INTELLIGENCE, HEREDITY & ENVIRONMENT **Purposes:** 1 To extend students' literary and research skills 2 To explore the nature and development of intelligence	1. Construction of a personal definition of intelligence by evaluating current theories of intelligence 2. Knowledge of current opinions of the role of heredity and environment in the development of intelligence 3. Ability to evaluate cultural assumptions inherent in the discourse on intelligence and intelligence tests 4. Critical analysis of the statement: "intelligence can be taught". 5. Repertoire of note taking skills
Module 4: HUMAN BEHAVIOUR IN GROUPS **Purpose:** 1 To give students the ability to identify and explain some of the behaviours of people in groups through the production of a formal written report	1. Theoretical understanding of the possible negative and positive outcomes of belonging to groups 2. Awareness of the changing roles of self and others in social and work groups 3. Knowledge and understanding of how power operates in social and work groups 4. Ability to describe and to compose a formal written report as commonly used in psychology

Educational Practices

Examples of educational practices for module 4: Human behaviour in groups

- A range of practices that integrate theory and practice, including connections between theories and personal experience
- Definition of key terms ('power', 'group roles') and identification of behaviours related to these terms
- Group activities that highlight the range of group roles and group styles, with an emphasis on identification of and reflection on own preferred behaviours
- Note-taking in a lecture-type situation
- Presentation of a short address
- Analysis of questionnaires for purpose, reliability and validity
- Contribution to a major problem solving task
- Purposeful reading of reference material
- Description and composition of a formal psychology report
- Preparation of role play
- Evaluation of group effectiveness
- A variety of assessment tasks

Related educational practices: Assessment criteria and tasks

Module 2: Learning Outcome 1	Assessment Criteria
Knowledge of theories about the extent to which heredity and environment contribute to male and female differences at different life stages in a variety of cultural contexts	■ Ability to identify 4 physical differences between male and female brains which are said to be linked to differences in behaviours ■ Explain how males and females develop differently in 3 different cultural environments

Related educational practices: Assessment criteria and tasks

Assessment criteria for learning outcome 1 (Module 2)	Assessment Tasks
■ Ability to identify 4 physical differences between male and female brains which are said to be linked to differences in behaviours ■ Explain how males and females develop differently in 3 different cultural environments	■ A short address to the class describing physical differences between male and female brains which are said to be linked to differences in behaviours ■ Active participation in the preparation of a group report which explores culturally determined differences in male and female development

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Chapter 4

Writing curriculum for accreditation using the framework

So you've documented the further education curriculum you've been teaching and now you are thinking about getting it accredited.

In this section we will look at the accreditation process for further education courses and how the conceptual framework for further education is used in it. The process for having vocational education and training courses accredited is slightly different and doesn't relate to the further education framework.

What is an accredited curriculum?

Accreditation means that a course is listed on the State Register of Accredited Courses and Recognised Qualifications. It is also listed on the national register of accredited courses. This means it can be used by a Registered Training Organisation anywhere in Australia.

Further education courses are accredited by the General Manager, Adult, Community and Further Education Division and the Victorian TAFE Recognition Council, on behalf of the Adult, Community and Further Education Board.

All curriculum accredited must meet the National Accreditation Principles. In summary, these are:

1. Meets an identified industry, enterprise or community training need
2. Complies with all the requirements of the Australian Qualification Framework
3. Does not unnecessarily limit access or participation
4. Contains no implicit limitations and justifies the necessity for any explicit limitations to modes of delivery
5. Articulates or provides credit transfer to other qualifications
6. May be customised to meet the needs of clients while preserving the integrity of the qualification
7. Includes assessment methods consistent with the requirements of any nationally endorsed competency standards and consistent with national assessment principles
8. Identifies the monitoring and evaluation processes that will be used to maintain the relevance of the course.

Further education curriculum should also show evidence of the principles of the conceptual framework for further education: multiplicity, connectedness, critical intelligence and transformation.

Curriculum can be accredited as:

- short courses, which are focused and specific in their scope and limited in length
- Certificate, Diploma or Associate Diploma courses.

Both types of curriculum have to go through the same type of process but short courses do not have to meet all the National Accreditation Principles. (You can find more details about this in the *Guidelines for Registered Training Organisations: Managing the Assessment of Accreditation Applications.* See page 74 for information about where to obtain the Guidelines.)

Why accredit?

There are a number of reasons why you might want to have a course accredited.

- There may be no accredited courses in a certain area or discipline.
- You may want to share your curriculum with others.
- You may want recognition for a course that you, and those at your centre, have developed.
- To provide learners with a new or different pathway to further learning, work, personal development or community participation.

Phoebe, RMIT [1]

"The idea for the course came out of discussions about the need for adults to have alternative pathways into tertiary education — supported alternative pathways."

Writing accredited curriculum may also allow you:

- to develop your own skills and knowledge
- the opportunity to work collaboratively with colleagues.

Bernadette, Footscray Community Arts Centre [2]

"I had a sense that what we were doing in "Art and Folio Development" had some value beyond the Arts Centre."

Having a curriculum accredited means:

- consistency of standards
- any Registered Training Organisation from around Australia can use the curriculum
- there is less duplication of courses
- learners get a nationally recognised qualification for the course they do
- learners and teachers can easily see the pathways from one course to another.

Before you begin

There are a few things you should think about and investigate before you begin to prepare the course for accreditation.

1. Even if you have already documented your curriculum, writing it up for accreditation can still be a time consuming process. You need to think about the time you have and when you will do the work. Be realistic.

Robert and Bernadette, Footscray Community Arts Centre
"One of the difficulties was the time-frame restrictions. In eight months there wasn't the luxury of reflection or researching it out."
"We met for hours and then Robert and I met outside of that as well."

2. You should also find out if courses, similar to the one you are thinking of writing, have already been accredited. You can do this by looking at the:

   - Adult, Community and Further Education homepage at http://www.acfe.vic.gov.au/ which has information about further education curriculum
   - State Register of Accredited Courses and Recognised Qualifications. This lists all curriculum accredited in Victoria. The address is http://www.otfe.vic.gov.au/provider/private.htm#accredit
   - National Training Information Service (NTIS) homepage at http://www.anta.gov.au/ntis The NTIS is a database which lists and gives contact details for all curriculum on the national register.

You may find that there is already a course that covers what you want to do or that there are modules in other courses that you may want to use in your accredited curriculum. (But, you will need to make sure it's OK with the copyright holder to do this.)

Liz, Flemington Reading and Writing Program 3
"In terms of time and energy you have to think 'Is it worth it?' My inclination is to shop around and find an accredited course that's close to what you do or want to do and adapt that to your situation. Most courses are fairly flexible and you can adapt them. The CGEA or the CSWE can be fairly easily adapted."

3. Talk to others who have already been through the accreditation process to see how long it took them, what they did and any problems or issues that they faced.

Liz, Flemington Reading and Writing Program
"When you're writing down curriculum, you have to go through a mind shift. You have to think in a different way from how you think in the classroom as a practitioner. In the classroom, you're responding to particular students, you're working intuitively a lot of the time. When you are writing it down, you take the experience and consciously think about it in terms of the principles. As well you're writing for a distant audience."

Phoebe, RMIT
"All through it just takes longer than you expect - thinking through the issues, structure, pathways, etc."

4. Think about what support and resources you will need to write the curriculum for accreditation. Talk to the head of your centre about this and get their support.

Phoebe, RMIT
"Management has been very supportive - paving the way and making the project go smoothly."

5. Think about whether it's better to work alone or with a group of people who have been teaching the same course or who you think would contribute good ideas.

Bernadette and Robert, Footscray Community Arts Centre
"We got a group of people together and we would nut it out together. That advisory core writing group was absolutely vital. And if we didn't have the support from someone who knew the language of accreditation and how it should be formatted it would have been quite challenging."
"You're working intensely on the idea and then someone comes in from the outside and just sheds a bit more light, looking at it a little bit differently."
"It's really important working closely with another writer who has a shared vision, a shared commitment."

6. You **must** have a copy of the *Guidelines for Registered Training Organisations: Managing the Assessment of Accreditation Applications.* This contains the steps for preparing an accreditation application for both further education curriculum and vocational education and training curriculum. It also contains the accreditation application proforma, various templates for assessment panel meetings and checklist for assessment panel members. The *Guidelines* are available on the internet at www.otfe.vic.gov.au/provider/accredit/rtoass Make sure you have a copy of the most recent version of the *Guidelines* as sections may change slightly.

   You should also have a copy of this document, *The Curriculum Guide: The Conceptual Framework for Further Education. The Curriculum Guide* is available from ARIS, Language Australia, GPO Box 372 F, Melbourne, Vic 3001. Ph: 03 9926 4779 Fax: 03 9926 4780 email: aris@la.ames.vic.edu.au

   If you are not familiar with the conceptual framework for further education, you should obtain a copy of *Transforming Lives, Transforming Communities* which gives a detailed description of the curriculum model. *Transforming Lives, Transforming Communities* is available from ARIS, Language Australia, GPO Box 372 F, Melbourne, Vic 3001. Ph: 03 9926 4779 Fax: 03 9926 4780 email: aris@la.ames.vic.edu.au

   If you are writing a Certificate, Diploma or Associate Diploma curriculum you should also have a copy of the *Australian Qualifications Framework Implementation Handbook.* The handbook is available from the Australian Qualifications Framework Advisory Board Secretariat, PO Box 609, Carlton South Vic 3053. Ph: 03 9639 1606.

   It is also a good idea to have a look at other recently accredited curriculum to see how others have written curriculum.

What do I do if I want to have a course accredited?

There are five steps in the accreditation process:

- Step 1: Prepare the Accreditation Application
- Step 2: Consult the Office of Post Compulsory Education, Training and Employment (OPCETE)
- Step 3: Establish and Convene an Assessment Panel
- Step 4: Follow up the Assessment Panel Meeting
- Step 5: Forward the Assessment Panel Recommendations.

Detailed information about these steps is provided in the *Guidelines for Registered Training Organisations: Managing the Assessment of Accreditation Applications.* However, we'll look briefly at the first step in relation to the conceptual framework for further education.

Preparing the Accreditation Application

Undertake curriculum development

If the course is well established, you will have done a fair amount of curriculum development and may have documented your curriculum using the conceptual framework for further education (see Section 3. *Documenting curriculum using the framework*).

Bernadette, Footscray Community Arts Centre
"The way the course was structured wasn't something that happened over night. It was something that evolved over the last four years. It's a recognition of the work the students did. It [the course] was very much driven by the students.... It's really important to start from what you've been doing."

Prepare the application document

The application document has three parts:

- **Part A** contains general information about the proponent and the course
- **Part B** contains detailed information about the course
- **Part C** contains detailed information on the modules in the course. This includes the module purpose, the learning outcomes and assessment criteria. Each curriculum will have one or more modules. Information about all modules is included in Part C of the application document.

The Guidelines for Registered Training Organisations: *Managing the Assessment of Accreditation Applications* has quite specific information about what should go in each part.

The conceptual framework for further education and the application document

In preparing your application you must make sure that the whole curriculum relates to the conceptual framework for further education. This includes all the modules. If you use previously accredited modules which do not use the framework you will need to map them to it.

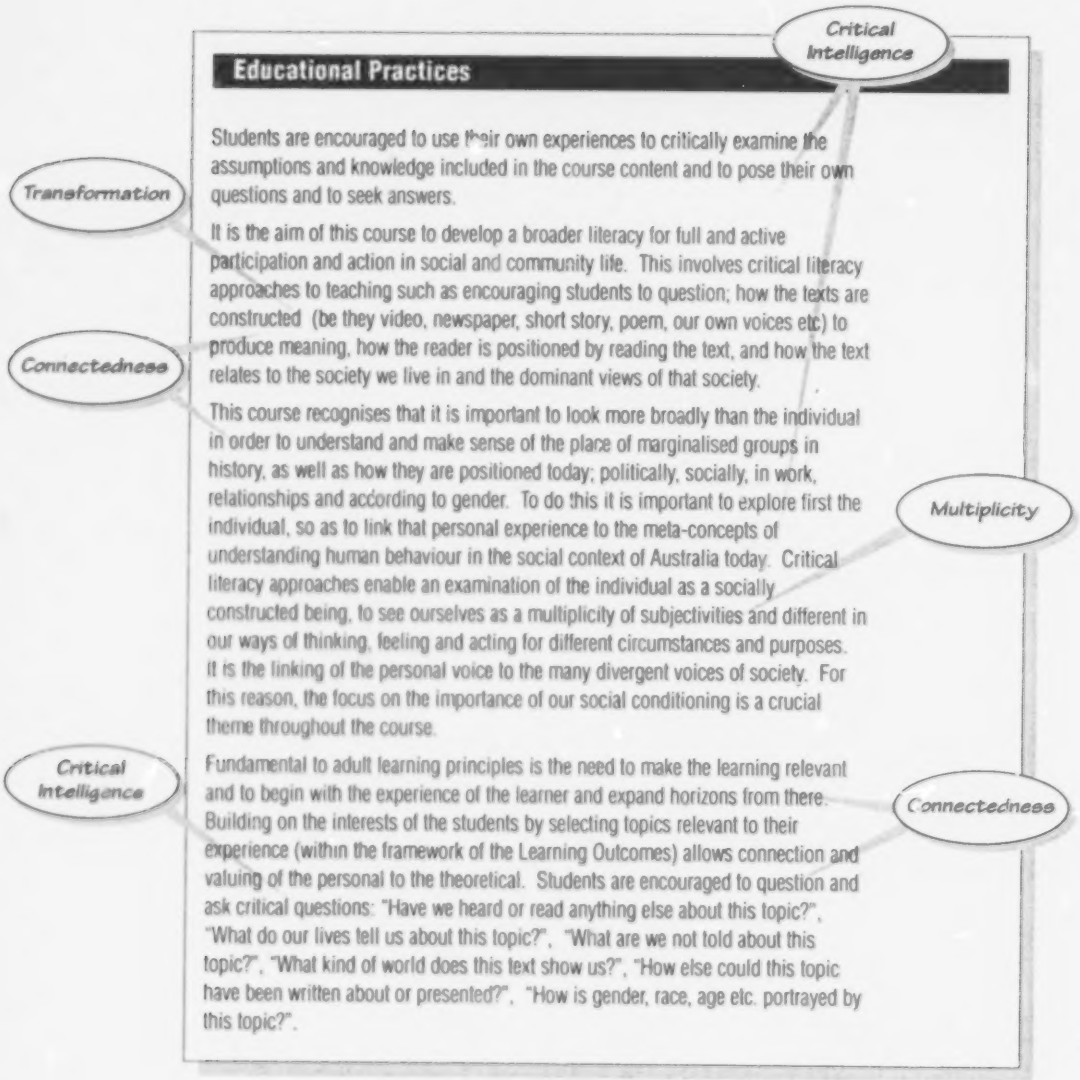
Let's look at how the framework is used in the application document.

Educational Practices

In both Parts B and C of the application document, you should describe the Educational Practices used in the curriculum.

In Part B, this can be done under the heading 5. Delivery of the course which has the subheadings Delivery modes and teaching/training practices and Resources. Under Delivery modes and teaching/training practices you should describe the delivery modes that can be used, suitable teaching/training practices and assessment strategies and methods.

Have a look at the way in which Educational Practices are described in the Course in Introduction to Psychology/Return to Study. Note how reference is also made to the framework principles.


Critical Intelligence
Educational Practices
Transformation
Students are encouraged to use their own experiences to critically examine the assumptions and knowledge included in the course content and to pose their own questions and to seek answers.
It is the aim of this course to develop a broader literacy for full and active participation and action in social and community life. This involves critical literacy approaches to teaching such as encouraging students to question; how the texts are constructed (be they video, newspaper, short story, poem, our own voices etc) to produce meaning, how the reader is positioned by reading the text, and how the text relates to the society we live in and the dominant views of that society.
Connectedness
This course recognises that it is important to look more broadly than the individual in order to understand and make sense of the place of marginalised groups in history, as well as how they are positioned today; politically, socially, in work, relationships and according to gender. To do this it is important to explore first the individual, so as to link that personal experience to the meta-concepts of understanding human behaviour in the social context of Australia today. Critical literacy approaches enable an examination of the individual as a socially constructed being, to see ourselves as a multiplicity of subjectivities and different in our ways of thinking, feeling and acting for different circumstances and purposes. It is the linking of the personal voice to the many divergent voices of society. For this reason, the focus on the importance of our social conditioning is a crucial theme throughout the course.
Multiplicity
Critical Intelligence
Fundamental to adult learning principles is the need to make the learning relevant and to begin with the experience of the learner and expand horizons from there. Building on the interests of the students by selecting topics relevant to their experience (within the framework of the Learning Outcomes) allows connection and valuing of the personal to the theoretical. Students are encouraged to question and ask critical questions: "Have we heard or read anything else about this topic?", "What do our lives tell us about this topic?", "What are we not told about this topic?", "What kind of world does this text show us?", "How else could this topic have been written about or presented?", "How is gender, race, age etc. portrayed by this topic?".
Connectedness

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Group work and group discussions are important for articulating the link between personal experience and theory. Group learning strategies build on women's strengths, develop interpersonal skills and enable support networks to be developed.

Interpersonal skills and competencies encouraged by group work include teamwork, collaborative negotiation skills, conflict resolution and communication skills.

It is assumed that the teacher will adopt a student centred and facilitative role in order to utilise and build on the skills and experience of all the participants and to focus on relevant issues and topics. The teacher should employ adult learning principles in the design and delivery of the course. Teachers may choose to invite cultural comparisons where appropriate. Confidence building and personal development are underlying themes to each module. All topics selected to achieve the learning outcomes should incorporate the goals of building confidence and developing personal effectiveness.

Multiplicity

A range of strategies can be used by the teacher in order to employ adult learning principles, including; role play, group discussion, case studies, practical exercises, guest speakers, audio-visual presentations and other experiential learning activities that can enable participants to critically examine their own experience in the light of new ideas and knowledge.

This course was developed as a series of modules that are useful as stand-alone topics, but also complement each other in various combinations. The themes and topics for the subjects need to be drawn from relevant areas of everyday experience for women. Learning outcomes may be grouped together in an integrated task where appropriate. Case studies, activities, materials and general delivery methods should be relevant to the participants' needs. Students must be actively involved in negotiating appropriate topics to suit their needs in order to achieve the learning outcomes.

In all of the above ways the four principles of the Conceptual Framework for Further Education are put into action.

In Part C, you are also asked to describe the Educational Practices for each module under the headings of:

- Flexible Teaching and Learning Practices
- Assessment
- Resources.

In the Course in Introduction to Psychology/Return to Study the Educational Practices for a module are described like this:

3. EDUCATIONAL PRACTICES FOR LEARNING OUTCOMES

Critical Intelligence

Connectedness

3.1 Delivery Strategy

The four principles of the Conceptual Framework for Further Education are realised in the educational practices in the following way:

- Students are encouraged to use their own experiences to critically examine the assumptions and knowledge of the psychological theories and to pose their own questions and to seek answers.
- Continuous integration of the personal with the theoretical and practical needs to underpin all teaching methods and topics chosen. This can include analysis of personality questionnaires for purpose, reliability and validity, establishing personal definitions of key terms, participating in group problem solving tasks, role plays and simulations as well presentation of findings in different formats using different research techniques (guest speaker, library, Internet etc.).
- Students will need formal lessons to develop confidence in the skills and techniques of note taking, library usage, essay and report writing and oral presentations. Students will need to be guided in the skills needed for 'learning to learn'.
- Underpinning teaching practice is the facilitation of critical thinking and understandings through developing skills for framing issues and questions, making evaluative choices, and developing consciousness about one's strengths, weaknesses and preferences as a learner.
- The ways of meeting the Learning Outcomes need to be negotiated with the students to maximise student interest and connectedness to personal experience. The topics and teaching methods need to encompass the cultures, identities, varying perspectives and interpretations of experience and educational goals and backgrounds of the students.
- Learning outcomes may be grouped together in an integrated task where appropriate.
- Case studies, activities, materials and general delivery methods should be relevant to the participants' needs.
- Students must be actively involved in negotiating appropriate research projects.

Multiplicity

Transformation

Multiplicity

3.2 ASSESSMENT STRATEGY

3.2.1 Assessment Method

Learning outcomes and assessment criteria can be met through individual or integrated tasks.

Assessment will be appropriate to the learning outcomes being assessed and will encompass the threefold and connected nature of the learning outcomes (subject content, language and literacy, learning to learn).

Subject content refers to the knowledge and understandings related to the study of psychology. Language and literacy refers to the conceptual and linguistic development of behaviours and skills for social, civic and educational participation. Learning to learn refers to the critical analysis and values reflection required to perform and participate in educational settings as well as the broader community.

Multiplicity

Assessment methods can include:
- Essay
- Case Study
- Report
- Participation in a debate
- Psychology self assessment.

3.2.2 Conditions of Assessment

Assessment will take place over the whole of the course in an environment conducive to learning.

The learner will have access to appropriate handouts and reference material as well as course outlines and assessment requirements.

3.3 RESOURCE REQUIREMENTS

Staff

Staff teaching this course should be qualified with a relevant degree and teacher training or equivalent expertise.

Facilities and Equipment

- The teacher should have access to a suitably equipped classroom
- The teacher and students should have access to a library
- The teacher should have access to a range of teacher references or library resources appropriate to this course.

Learning outcomes

The learning outcome describes what a learner can expect to have learnt by the end of a course. In further education curriculum, learning outcomes should specify the:

- knowledge and understanding of the **subject content**
- behaviours, skills and performance of **language, literacy and/or numeracy**
- critical analysis and reflective values in **learning to learn**.

The framework principles should also be embedded in the learning outcomes.

In Part B of the accreditation document, you are asked to indicate how the learning outcomes relate to the four principles. You can do this by listing the modules and outcomes and indicating which principles are embedded in the learning outcomes.

However, in the Course in *Introduction to Psychology: Return to Study* the relationship between the learning outcomes and the principles is shown as:

Course Learning Outcomes: Relation to Conceptual Framework for Further Education Principles

Module purpose & learning outcomes	Multiplicity	Connectedness	Critical Intelligence	Ttansformatiom
In each of the 8 modules, the Learning Outcomes, designed to realise the Module Purposes, have been shaped by the 4 further educational principles of the Conceptual Framework of Further Education as described in the adjoining columns	Embracing identity, culture, differing perspectives and interpretations and personal and social roles. Encompassing a diversity of educational goals and educational outcomes. Including different learning and teaching styles	Establishing connections between past, present and future as well as individual and community. Establishing the connection between knowledge and personal action. Connecting confidence building and life experience to subject content.	Using learning to learn strategies, interpretation and analysis in partnership with the acquisition of subject knowledge and literacy skills. Applying critical intelligence to personal relationships and goals. Using Critical Literacy as educational practice	Consciousness of what constitutes personal change and the relationship of this to social change. Improved personal confidence and self esteem Identification of goals and plans for the future

In Part C of the accreditation document, you need to state the learning outcomes and the assessment criteria.

Writing learning outcomes

Look at the learning outcomes in other accredited curriculum. How do the learning outcome statements begin? What do they tell you?

Cathy, Hawthorn Community House 4
"I looked at lots of models of how other courses had been written up - what's the right language to use, how the learning outcomes and assessment criteria linked with the principles."

The following table gives some examples of how others have written learning outcomes to cover the subject content, language, literacy and/or numeracy and learning to learn.

Subject content	■ knowledge	Awareness of range of traditional stories, myths and fairy tales in literate cultures *(Learning outcome 2, Module 4, Course in Family Literacy)*
	■ understanding	eg. Understanding of the gender differences in communication styles that have been influenced by the socialisation process choices *(Learning outcome 3, Module 2, Course in Introduction to Psychology: Return to Study)*
Literacy, language and/or numeracy	■ behaviours	eg. Meet with appropriate tertiary staff to verify that the planned learning pathway will meet adult entry requirements and to gain advice on portfolio evidence (Learning outcome 6, Module, 1A, Diploma of Further Education)
		eg. Development of the ability to communicate using basic internet computer applications *(Learning Outcome 4, Module 7, Course in Introduction to Psychology: Return to Study)*
	■ skills development and acquisition	eg. Development of language and communication skills to share insights and information about issues affecting women *(Learning outcome 5, Module 5, Course in Women's Access)*
	■ performance	eg. Use a word processing package to present written material in an appropriate form. (Learning outcome 5, Module, 1B, Diploma of Further Education)
Learning to learn	■ critical analysis	eg. Use self-assessment to develop a profile of current competencies, strengths and weaknesses in regard to your ability and preparedness to undertake tertiary level study (Learning outcome 1, Module, 1A, Diploma of Further Education)
	■ reflection of values	eg. Awareness of personal values, attitudes and beliefs and their influence on life choices (Learning outcome 4, Module 2, Course in Introduction to Psychology: Return to Study)

Some people find it easier to write learning outcome when they put a phrase such as:

- On successful completion the student will achieve ..., or
- The learning outcome is ...

before the learning outcome statement.

Writing assessment criteria

The assessment criteria specify what a learner must do to show competence of the learning outcome. They should help you answer the question: *How will you know the learning outcomes have been achieved?*

Assessment criteria shouldn't ask the learner to do more than the learning outcomes statement does. You should also make sure the criteria by which learners will be assessed are suitable for the subject content and the group of learners the curriculum is targeted at.

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For accredited courses, the assessment criteria must draw on sufficient and authentic evidence to ensure valid, useful, fair and reliable assessments. Assessment criteria are usually written for each learning outcome.

A module from the *Course in Women's Access* (on next/opposite page) shows how the assessment criteria have been written for each learning outcome. The learning outcomes cover subject content, language, literacy and/or numeracy and learning to learn. You can also see one way the link to the principles can be made in a curriculum document.

Module 2: Orientation to Learning

Learning outcome 1: Awareness of a range of training programs appropriate to individual needs, interests and abilities

Assessment criteria:

1.1 Identify personal needs, interests and abilities
1.2 Research and obtain relevant information
1.3 Identify transferability of skills
1.4 Seek assistance to plan and implement a program of appropriate personal support for study.

Learning to learn & subject content

This learning outcome and the assessment criteria incorporate the further education principles:
- multiplicity
- connectedness
- critical intelligence
- transformation

Learning outcome 2: Implementation of strategies for effective individual time management

Assessment criteria:

2.1 Identify demands on time
2.2 Prioritise demands on time
2.3 Identify strategies to improve individual time management
2.4 Identify strategies related to individual goals of study, work or personal satisfaction.

Learning to learn & subject content

This learning outcome and the assessment criteria incorporate the further education principles:
- critical intelligence

Learning outcome 3: Locating and using sources of information

Assessment criteria:

3.1 Identify information requirements
3.2 Identify appropriate information sources
3.3 Ask appropriate questions
3.4 Access and record required information
3.5 Verify information for completeness and accuracy.

Learning to learn & subject content

This learning outcome and the assessment criteria incorporate the further education principles:
- multiplicity
- critical intelligence

Learning outcome 4: Effective communication with others

Assessment criteria:

4.1 Apply listening and feedback skills
4.2 Discuss verbal and non-verbal communication
4.3 Ask appropriate questions
4.4 Reflect on cultural issues relating to communication
4.5 Contribute to group discussion.

Literacy & Language

This learning outcome and the assessment criteria incorporate the further education principles:
- connectedness
- critical intelligence

In some curriculum it may be appropriate for assessment criteria to relate to all learning outcomes in a module.

After you have written the learning outcomes and assessment criteria, check that the principles are embedded or woven through them.

Cathy, Hawthorn Community Centre
"The framework allowed me to write something I believe in; something with integrity."

Recognition Outcomes

In further education curriculum, Recognition Outcomes can be both formal (eg. a certificate or recognition towards another qualification or certificate) and informal (eg. a portfolio of work, a text published in student's newsletter) and should show evidence of the principles.

In Part B you need to indicate the Recognition Outcomes for the course.

The recognition outcomes for the Course in Women's Access are:

Recognition Outcomes:

- A recognised credential will be issued on completion of the course.
- Credit transfer may be granted for PET001 and PET002 on completion of VBH267 and VBH268.
- Community recognition – community groups and organisations may recognise the course as preparatory for employment.
- Other skills attained may gain RPL on application such as the Internet training learning outcomes.
- Completion of a project may result in a recognised event or outcome eg. compilation of a booklet of local services for women.

In Part C, the module information, you can also indicate the Recognition Outcomes for a module, if appropriate. For example, in the Course in Women's Access the recognition outcomes for the Module "Basic Computer Technology" are listed as:

- Students will receive a statement of attainment if they complete this module.
- Learning outcomes achieved will be listed as part of the recognised qualification for this course.
- Students will also have a statement of skills developed through voluntary work or work experience if they undertake this..
- Demonstration of skills may attract RPL if technology related courses are accessed later.
- Students will be able to produce word processed documents, e.g., reports, resumes, which demonstrate their skills.

The principles of the conceptual framework for further education should be embedded in the Recognition Outcomes. In the Course in Women's Access you can see that there is a multiplicity of Recognition Outcomes, both formal and informal, shown in both parts of the accreditation document. The Recognition Outcomes also connect to the pathways outcomes and are likely to connect to the destinations the learner wants to reach.

The Recognition Outcomes illustrate critical intelligence at work. They are broad and likely to provide a form of recognition meaningful to the learner and which allow the learner to act, participate and succeed (transformation).

Pathways Outcomes

Possible "Pathways Outcomes" are from the course or a module to such things as:

- other further education courses
- vocational education courses
- higher education courses
- work
- a community group or action.

Just as the other aspects of the conceptual framework for further education incorporate the principles of multiplicity, connectedness, critical intelligence and transformation, Pathways Outcomes should also incorporate the principles.

In the accreditation document, the Pathways Outcomes for the whole course are specified in Part B and if Pathways Outcomes vary for each module, they may also be specified in Part C, the module information.

The Course in Women's Access specifies the Pathways Outcomes for the course (ie. in Part B of the accreditation document) as:

Pathways Outcomes:

On completion of this course students will be empowered to make informed choices about their own lives, and access a variety of possible pathways.

Pathways outcomes include:

- possible entry to CGEA, seeking RPL for learning outcomes demonstratably acquired in this course.
- adult VCE, and VCE/VET joint courses, particularly in office skills, hospitality and retail
- joining of community groups and competent operations within them
- employment, paid or voluntary, eg. in office work, retail work
- community courses which provide further skills in the community setting.

For some modules (ie. Part C of the accreditation document) it also specifies Pathways Outcomes. For example, in the Module "Basic Computer Technology" the Pathways Outcomes are:

- Use of computers opens pathways in many areas both personal and work related.
- Students may wish to continue studying computers.
- Computer skills are required in many jobs. Acquisition of basic computer skills provides greater work opportunities
- Students will find opportunities exist for following up of interests on the internet, and familiarity with computer use may encourage them to branch out into new interests.
- Students will be able to use computers for personal reasons, letters, study papers, budgeting. This will be useful in their daily life and if they proceed to further study
- Isolated students will have access to technology skills that put them in touch with others through email and other internet practices.

Look at this conversation between a person who has 'gone through the accreditation process' and one who has not.

A has gone through the accreditation process using the Conceptual Framework

B has been teaching for some years.

A *I'm so pleased, we've got our course accredited.*

B *Congratulations, You're brave! I'd never go through all that. It looks so complicated.*

A *That's what I thought when I started. There are guidelines of course,*

but we found that people were so cooperative in giving ideas and suggestions, people who've already don't it, other teachers and regional and ACFE staff

B *But the thought of writing down the curriculum according to those guidelines seems daunting.*

A *Well, unless you've already taught a course, I wouldn't try to get it accredited. If you've taught it you can draw on what you've already written down. You already write down what you plan to teach and take notes on what worked and what you'd do differently next time.*

B *So it's just a matter of writing down what you do looking at the guidelines.*

A *Pretty much. There's the accreditation guidelines, and the conceptual framework. They're designed to help you think about what you do and put it in a wider context for the student.*

B *Yes, you can think a bit narrowly, when it's just teacher and students.*

A *I found it really interesting and stimulating to think further about what we're teaching and to think a bit more about the ideas. It was also great to work with others and bounce off ideas. Mind you, it was quite challenging, a steep learning curve.*

B *So, you're learning a lot for yourself as well.*

A *Yes. And we felt as if we were connecting to others outside the centre too.*

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1 Phoebe Palmieri was the manager of the project that developed the Diploma of Further Education. The project was undertaken by RMIT University. Phoebe is a private consultant.

2 Bernadette Fitzgerald and Robert Mangion from Footscray Community Arts Centre were involved in developing and writing Artways, the Course in Further Education Art Studies. They had taught the course for four years prior to writing it for accreditation.

3 Liz Suda, Flemington Reading and Writing Program, managed the project that developed the Course in Family Literacy for accreditation. The course was written by Rita Benson who had taught it for a number of years before writing it for accreditation.

4 Cathy Donovan is the Coordinator at Hawthorn Community House. For many years she has taught return to study courses that incorporate a study of psychology and sociology. In 1999 she decided to write the course for accreditation.

Chapter 5

The conceptual framework and program coordination

This framework for further education can be thought of as a concept map for navigating the complex terrain of further education curriculum in all its scope and variety. (Transforming Lives, Transforming Communities, p12)

The application of the conceptual framework for further education to centre wide program delivery is an important consideration as it can deliver a solid foundation to programming, offering balance and cohesion to program delivery.

Centre and program coordinators take into consideration many aspects when planning further education programs across a term or semester. These considerations include:

- established success, or otherwise, of program;
- availability of teacher;
- funding requirements;
- program and related costs;
- childcare availability; and
- room availability.

Although coordinators and program planners could not be expected to plot in detail every program across the framework, some advantages to using the framework in program planning and delivery include:

- a comprehensive approach to planning
- a focus for professional development for all teachers
- a method of determining balance of delivery
- improved learning outcomes for students
- greatly enhanced learning pathways for all students
- encouragement for teachers to consider a range of educational practices and recognition outcomes
- development of teacher/team morale
- enhanced community outreach
- a sense of connectedness in the centre (across all program areas)
- broader range of learning opportunities for further education students in isolated centres.

Case Study

This medium sized Community House is set in a semi-rural area. A large TAFE Institution is some distance away so the Community House provides easy access to further education for members of the local community. With limited resources, the coordinator wants to provide a balanced program with strengths in learning pathways.

A typical semester program at the Community House looks like this:

- Introduction to computers
- Introduction to the internet for seniors
- Cooking on a budget
- Parenting skills
- Quilting
- Helping your kids with homework. (literacy program)
- Literacy – CGEA Levels 1 and 2.

These courses are already mapped across the framework.

The coordinator sees her role as including providing educational leadership. She is concerned that too often there is a program divide between further education courses and hobby and recreation courses. We know that many hobby and recreation classes are built on skill levels in literacy and numeracy for example, reading directions and making calculations (e.g. in quilting). It is not possible to gain full enjoyment from these activities if skill levels in literacy and numeracy are low. We also know that where programs include foundation skill development and learning pathways (i.e. elements of further education) the traditional course classification may not be the most appropriate way to describe such programs. The Coordinator is aware that many courses have the potential to strengthen foundation skills and would like to enhance the skills of all teachers to recognise and build on this potential to provide richer learning pathways for all participants. The Coordinator, thus, also sees her role of educational leadership extending to providing professional development outcomes for the teachers and she is keen to see how the framework relates to a professional development program for teachers. The following table is what she comes up with for the semester.

TUTOR PROFESSIONAL DEVELOPMENT

Educational Practices	Learning Outcomes (Three Strands)	Recognition Outcomes	Pathway Outcomes
■ Planning for a range of learning/teaching styles e.g. – some team teaching – practical and theoretical classes ■ Encouragement to tutors to identify skills embedded in activity and then teach them, for example: – calculations in Quilting – research and literacy skills for the Internet – estimating, conversion and calculating skills in Budge Cooking ■ Fostering the learner's role in education decision making – self evaluation lists prepared ■ Tutors have opportunity to tell colleagues of new and successful strategies	■ All tutors aware of adult learning principles. ■ Understanding of learning to learn strategies. ■ A richer working definition of learning outcomes beyond restrictive notions of competency or skill. ■ Ability to plan and encourage learning pathways, for example: – Invite tutors of other programs to tell students of further learning opportunities.	■ Certificates for accredited programs, e.g. CGEA, Information Technology. ■ A collation of photographs depicting development stages in the production of items e.g. the stages in quilting. ■ A skills passport. ■ Certificates of attendance. ■ Learners become mentors. ■ Annual show of art and craft organised by centre participants including hospitality provided by cooking class.	■ Planning for learning pathways could include: – A rotation of course timetables in subsequent semesters to maximise individual opportunities – The child care program which may only be available 2 sessions a week, so different classes are offered term by term at those times. ■ Fee reductions offered for those connecting courses in a planned approach. ■ Teachers continue with their own professional development in a more formal setting.

Multiplicity *Critical Intelligence* *Multiplicity* *Transformation* *Connectedness*

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Some issues to consider

The importance of organised professional development for further education teachers

If further education curriculum is to be enriched and extended, professional development is an imperative. Curriculum development is inextricably bound up with professional development and most further education practitioners are keen to 'continuously improve' their work. This being the case, one basic question comes to mind: what is the best way to organise professional development so that further education tutors can participate?

There seem to be two vital ingredients – first, the opportunity to come together with other practitioners around the subject of curriculum and, second, to be paid for this time. Further education practitioners actively want the chance to engage in collective learning with their peers. After all, the value of collective learning is embedded in the culture and principles of adult education, and teachers must have their own experience of what we ask them to model day after day in their teaching. Further education teachers want this learning to be organised around common curriculum concerns under the leadership of experienced and engaging educators. The costs of this professional development need to be taken into consideration at all planning levels.

Behind the work teachers do in classrooms lies the work teachers do outside classrooms. If we include developing curriculum, documenting curriculum and keeping abreast of curriculum developments as part of this work, the serious question has to be asked: how much is reasonable to expect of teachers as part of their employment? If we remember that most further education practitioners are sessionally employed, some once a week in the one place, others many times a week in four or five different educational sites, this question needs to be refined even more. If curriculum development is to be encouraged amongst further education practitioners, what can *reasonably* be expected from these sessional tutors? They are casual workers who are paid only for their class contact time, are often employed under different fee structures across a wide spectrum of workplaces, conditions and time fractions, and juggle a complexity of paid and unpaid roles?

These are ethical and logistical issues, issues to do with 'how fair?' and 'how possible'? They are issues facing all agencies, large or small, employing sessionally contracted workers.

What kind of professional development to organise?

There is still another question: what sort of professional development activity is most appropriate for further education tutors, and particularly in this context, what sort of professional development activity is most appropriate in relation to the *conceptual framework for further education?*

Further education teachers come from a very wide range of backgrounds. With their different skills, interests and levels of understanding, they are a rich and complex group, possibly displaying more diversity than any other education sector. However, this heterogeneity means that assumptions cannot be made about what educational knowledge or practice is shared by all working in the field. Indeed, there may be no common core of values and methods. Nor can it be assumed that all have read or studied developments in adult education theory and practice in recent years.

Transforming Lives, Transforming Communities, as a text, offers a compact introduction to current adult education thinking, and introduces readers to some of the most influential educational discourses shaping adult education around the world. *Transforming Lives, Transforming Communities* could provide the basis for lively discussions about the purposes of adult education in general, and further education in particular. This is not to suggest that every tutor should be given a copy and left to read it on their own. *Transforming Lives, Transforming Communities* and its associated policy documents are best explored with peers in the context of what other further education teachers are thinking and doing. There is a risk, if tutors are unsupported in their reading of sizeable policy documents, of producing an unnecessary degree of anxiety and/or an undeserved sense of inadequacy.

Multiplicity, connectedness, critical intelligence and transformation are as important in professional development as in curriculum development. Sharing stories, swapping examples, asking questions and designing good models that work make for the most enduring learning – and this is best achieved in group activities and collective curriculum projects.

Given the diversity of further education tutors, any professional development activity, like further education classes, needs to be mindful of the range of educational, professional and technical backgrounds in the group. This implies knowing that some will be familiar with the ideas and concepts informing the *Conceptual Framework for Further Education* and many will not. It means stressing the dynamic links between practical working knowledge and theoretical distilled knowledge, of the connectedness between 'doing' and 'thinking'.

Conclusion

Mapping exercises with further education tutors demonstrate that there is much value in encouraging and assisting further education teachers to extend their ideas about curriculum development and documentation. *Transforming Lives, Transforming Communities* has already proved to be a robust and resilient resource for both curriculum and professional development purposes. Above all, learners benefit from curriculum-focussed opportunities being made available to groups of further education tutors in paid time.

The ACFE Clearinghouse of Resources at ARIS, the Adult Education Resource and Information Service.

The ACFE Clearinghouse of Resources at ARIS provides access to all publications of ACFE, the Adult, Community and Further Education Board of Victoria, including reports, plans, curriculum materials and much more. Copies of all items are held in the ARIS Resources Collection.

All the publications are available both for loan and for purchase.

You can access the **Clearinghouse** in two ways:

- VISIT the Clearinghouse on the web at **http://sunsite.anu.edu.au/language-australia/acfech**
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ARIS, Language Australia
Level 2, AMES Building
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Contacting us

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